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ABSTRACT

This document presents standards for state approval of teacher education programs in South Dakota, incorporating standards developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC) and adopted by over thirty states as part of their state policy of accreditation. The document is divided into three sections: (1) Procedures and standards used in the evaluation and approval of teacher education programs in South Dakota; (2) the NASDTEC standards, 1973 revision; (3) Appendixes. Section one presents general procedures, the organization of self-study committees, use of forms and related materials, methods for on-site visits, and final report and follow-up activities for use in South Dakota. The NASDTEC standards form Section Two and discuss procedures for accreditation or approval, organization and administration of teacher education, curriculum principles and standards for basic and advanced programs, and standards for innovative and experimental programs. Appendixes detail: the evaluation program, scheduling sequence, checklist for overall institutional organization, program description form, standards analysis form, recommendations form, and follow-up report form. (MB)

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ED137309

MANUAL OF INSTRUCTIONS AND STANDARDS FOR EVALUATION OF TEACHER EDUCATION PROGRAMS

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Division of Elementary and Secondary Education

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Redfield, SD 57469

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1202 - 3rd Street
Brookings, SD 57006

Mr. Richard J. Tschetter
Box 9, R.R. 1
Bridgewater, SD 57319

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-PREFACE-

This manual contains the procedures and standards to be used in the evaluation and approval of teacher education programs in South Dakota. This is the first document of this type the State Board of Education has had for this purpose.

South Dakota, like most other states, operates on what is referred to as the approved program approach in teacher education and certification. The approved program concept means that the State Board of Education approves programs for the preparation of teachers and a certificate to teach in South Dakota is issued when the candidate completes the program and follows the proper application procedures. Most transcripts are checked only minimally. This implies that an institution's recommendation is given major emphasis in issuing certificates and it further implies that the state evaluates teacher education programs before approval.

The procedures and standards contained herein were developed cooperatively by representatives from the teacher prepering institutions, Department of Education and Cultural Affairs, State Planning Bureau, South Dakota Board of Regents, South Dakota Education Association, South Dakota Association of School Administrators, Associated School Boards of South Dakota, and the Division of Elementary and Secondary Education. In addition, much feedback was received from teachers and administrators in the public and private schools as a result of their opportunity to serve on committees and evaluation teams during the 1975-76 school term when the procedures and standards were used on a pilot basis.

It is not the intent ot the State Board of Education to cause program approval to be a cumbersome, laborious task to be performed on a yearly basis. It desires the process to be as simple as possible, insure that a meaningful evaluation is taking place, and that the results will be helpful to the institution in upgrading programs of instruction in teacher education. The process is not designed to reduce programs.

The teacher education institutions and the State Board of Education have cooperated effectively in the past and it is hoped that this document and the standards and procedures outlined herein will help to improve an already excellent relationship.

L.N. Pier, Director
Teacher Education and Certification

SECTION I

GENERAL PROCEDURES

The South Dakota State Board of Education has established a system of evaluation of teacher education programs based on "program approval." This means that all of the programs in an institution which lead to certification must be officially approved by the State Education Agency. Individuals who complete approved programs are recommended by the institutional official authorized to do so and the certificate is issued by the State Board of Education. The approved program allows for flexibility, both on the part of the State Board of Education and the teacher education institution; therefore, a certain degree of trust must exist in order for the system to operate.

The Division of Elementary and Secondary Education does not, therefore, routinely examine the transcripts of each individual recommended for certification, but accepts the recommendation of the institution. There is a system of spot-checking transcripts in order to determine whether or not the institution is operating within the approved program.

Use of Established Standards

Because teacher education is a dynamic system, changes are occurring almost continuously. The general procedure used to evaluate teacher education institutions has been established in relationship with the National Association of State Directors of Teacher Education and Certification (NASDTEC). These standards are under continual revision, and, therefore, reflect the latest thinking in teacher education. The standards have undergone minor changes by a committee representing various educational interests in South Dakota.

Planning for the Evaluation

The evaluation generally begins with an initial planning meeting between the Director of Teacher Education and Certification from the Division of Elementary and Secondary Education and administrators within the teacher education institution, specifically, the dean of the college. This meeting is held at least six months prior to the formal on-site visit. At the first meeting, the institutional representative is determined, the purpose of the evaluation and the method by which it will be carried out are discussed. Copies of standards and program analysis forms are given to the institutional representative, questions are answered and instructions are given on how a self-study committee will use the program analysis forms in the evaluation of its program. The appointment of the self-study committees, whose work is outlined in Section II, is also discussed. At this first meeting, the chairperson of the on-site visiting committee is selected with the concurrence of the teacher education institution being evaluated and the time of the on-site visitation will be agreed upon. The chairperson should be someone not directly connected with the institution, but who is a practicing educator. Another important task at this meeting is the discussion and assignment of dates for the activities listed on the following page:

ACTIVITY	DATE OF COMPLETION
1. Initial planning meeting	
2. Selection of chairpersons for self-study committees, including the committees to develop Chapter II and Chapter III (2.1 through 3.3)	
3. Instructions given to chairpersons	
4. Selection of self-study committee members	
5. Preliminary drafts of Description of Program and Standards Analysis is completed by the chairpersons of the self-study committees	
6. First meeting of each self-study committee (Subsequent meetings to be held as necessary)	
7. Self-study will be completed and delivered to the institutional representative	
8. Institutional report will be delivered to the Division of Elementary and Secondary Education	

Financial Arrangements

Expenses involved in the self-study activities are borne by the institution being evaluated. Actual expenses for the on-site visit are assumed by the State Board of Education. These costs include travel and other allowable expenses for the individuals who come to the campus. Costs of writing and publishing the report of the on-site team are also assumed by the State Board of Education. Institutional contribution also comes from the time spent by staff members in writing and publishing the self-study report, organizing committee meetings and other related activities.

SECTION II

SELF-STUDY COMMITTEES

For each of the specific teacher education programs to be evaluated there will be established, under the leadership of the college or department of education of the teacher education institution, a self-study committee. A typical committee shall be a minimum of four members and consist of faculty members (academic and education), public school practitioners and teacher education students. It is very important that practitioners, such as teachers and administrators from elementary and secondary schools, be given an opportunity to participate in the self-study evaluation. The chairperson, with the cooperation of others, should assume responsibility for completing the "Description of the Program" and a preliminary draft of the "Standards Analysis" prior to the first meeting of the committee. A description of these two forms is given in Section III. The time and the place of committee meetings should be carefully planned in order to insure that they are convenient for all of the participants involved. The work of the committee will usually require several meetings.

First Meeting

At the initial meeting of the self-study committee, the chairperson should orient the committee as to its purpose; that is, to substantiate the information contained in the two forms previously mentioned. The committee should meet long enough and often enough to become thoroughly familiar with the program.

Committee Will Make Recommendations

The committee's final task will be to make recommendations for improvement of the program. In order for the recommendations to be valid, it may be necessary that committee members actually visit classrooms, interview staff and students and engage in other activities which provide them with insight into the teacher education program of the institution. The committee's work is finished when the recommendations have been made and entered on the form provided. It is the responsibility of the self-study committee chairperson to provide the institutional representative with two copies of the self-study report which will then be assembled with other self-study reports and transmitted to the Director of Teacher Education and Certification, Division of Elementary and Secondary Education 30 days prior to the on-site visitation for validation of the report. The chairperson should plan to be available during the on-site visit in order to assist in the review of the report.

SECTION III

USE OF FORMS AND RELATED MATERIALS

The institutional representative should become familiar with the Standards for State Approval of Teacher Education. These Standards were developed under the sponsorship of NASDTEC and have been adopted with minor changes by the South Dakota State Board of Education as the official standards for evaluation of teacher education programs at South Dakota preparing institutions. Copies of the Standards will be provided at the initial planning meeting. The institution will be expected to review those programs which apply to their particular role in preparing certificated personnel on the basis of the Standards.

Overall Institutional Organization and Supporting Data (Appendix B)

The "Overall Institutional Organization" Form (Appendix B through B-5), provides for a general view of the total teacher education program. Information should contain the necessary statistics which will be used to help evaluate the total program. The "Overall Institutional Organization" form also includes "Supporting Data" (Appendix B-6 through B-8), which relates to numbers of students enrolled in the various programs. This form is usually filled out by the dean or a representative, since it requires information which is not generally available to individual staff members.

Brief Description of Program (Appendix C)

Another form of importance is the "Brief Description of Program" (Appendix C). This form will be used by the chairperson of the self-study committee to provide program information which will be reacted to by the self-study committee. In the left-hand column, it asks for a listing of the competencies needed for effective performance in the area of preparation covered by the program being evaluated. The right-hand side asks for a listing of activities and experiences, including courses, which are designed to provide the competencies listed in the left-hand column. This portion of the evaluation, if used as described, can provide program personnel with valuable information as to where the program is meeting their expectations and where there are gaps. This knowledge can be especially useful when revisions in programs are considered.

Standards Analysis (Appendix D)

The "Standards Analysis" form (Appendix D), is based on Standards for State Approval of Teacher Education. The standard is numbered in the left-hand column and the evaluation is entered opposite to it. The form may be used with any program being evaluated, since only numbers are used which must be cross-referenced to the appropriate program. The evaluation deals specifically with extent to which the specific standards are being met. This form indicates areas of strength in the program for which commendation should be received, as well as areas of weakness which need to be strengthened or corrected. It is on this form that the interests of the institutions can be expressed for which additional budget, manpower, etc., may be required in order to effect desired changes. The evaluation should have in-service value to the institution and is not intended to be punitive or disciplinary.

Recommendations (Appendix E)

The "Recommendations" form (Appendix E), is used to indicate those parts of the program which should be revised, changed, omitted or otherwise acted upon. Recommendations should be related to deficiencies in meeting specific standards, but may also be of a general nature. It is important that the recommendations be the product of the self-study committee so that all participants have had an opportunity to provide input into this section.

Summary

The foregoing forms used in conjunction with the Standards for State Approval of Teacher Education form the basis for the evaluation. These forms provide all the written information that will be utilized by the on-site visitation team. This material is referred to as the Self-Study Report and at least two copies should be sent to the Director of Teacher Education and Certification, Division of Elementary and Secondary Education at least 30 days prior to the on-site visit.

SECTION IV

THE ON-SITE VISIT

The chairperson of the on-site team, with the help of the Director of Teacher Education and Certification, who will serve as team coordinator, will arrange for a three-day visit to the campus and will be responsible to appoint members of the team. Team members will be selected by the Director of Teacher Education and Certification in consultation with the institutional representative, from qualified individuals in the field of teacher education from other preparing institutions, school districts and the State Education Agency. A typical visiting team may have from 10-15 members, depending on the size of the institution and the number of programs to be evaluated.

Task of Team Members

Each team member will be assigned to validate program reports in an area of specialization as a prime responsibility. He or she may also have a supporting assignment in a different program area. For example, a team member qualified in the science area may be assigned to validate all programs relating to science, e.g., physics, chemistry, etc. He or she may be asked to assist in validating programs in mathematics or physical education. Another team member may be assigned to assist in reviewing and validating the science program as a supporting assignment. The team chairperson may be assigned a prime or supporting program evaluation responsibility, in addition to team leadership role.

Members of the team should receive copies of the self-study report at least 20 days before the on-site visit. This will provide enough time to enable them to become thoroughly familiar with the material and to be able to launch immediately into their validation activities. The main purpose of the on-site visit is to validate the self-study report and to arrive at recommendations for program improvement. Interviews should be held with staff involved in the program under consideration, classes should be visited and students and cooperating teachers should be contacted. It is expected that faculty members will be on campus and that arrangements will be made by the institutional representative for visitations, unless previous arrangements are made between the institutional representative and the Director of Teacher Education and Certification. Recent graduates of the program should be interviewed to secure their reaction to the preparation they received in relation to on-the-job requirements upon entering the teaching profession. Team members shall give a preliminary report to the team, indicating their agreement or disagreement with each component of the report for which they have primary responsibility. This report shall be made to the team late in the second day. Final written agreements, disagreements, comments and recommendations shall be submitted in writing to the team chairperson at the end of the third day. The chairperson shall arrange for an exit preliminary report, if requested by the institution.

TENTATIVE SCHEDULE FOR THREE-DAY VISIT

(A room which can be used by the visiting team for evaluation activities should be arranged by the institutional representative.)

FIRST DAY

Team will assemble late in afternoon at designated location. Team will be briefed and orientation will be held before or after the evening meal.

SECOND DAY

8:00	Visiting team meets with teacher education staff, academic department staff members, administrators. Team is introduced by chairperson of visiting team and general orientation to the purpose of the visit is given.
8:30	Dean or department chairperson of college/department of education gives orientation to campus and general welcome. President of institution may be asked to respond. On-campus staff introduced by Dean.
9:00	Visiting team chairperson gives final instructions for visit and releases team for evaluation activities.
9:15 - 12:00	Team evaluation activities.
12:00	Lunch together.
1:00 to end of day	Team evaluation activities.
Late the second day	Preliminary findings shared with total team.

THIRD DAY

9:00 - 12:00	Team evaluation activities and writing of report.
11:00	Written report is due from team members.
12:00 - 1:00	Luncheon.
1:00	Exit report presented to team and team adjournment.
3:00	Visiting team chairperson will present an exit report, if requested.

SECTION V

FINAL REPORT AND FOLLOW-UP ACTIVITIES

As established in the TENTATIVE SCHEDULE FOR THE THREE-DAY VISIT, team members will prepare their report by 11:00 a.m. on the third day of the visit and it shall be submitted in written form to the team chairperson, who will compile them into a written report and forward it to the Administrator of School Standards, Division of Elementary and Secondary Education within 30 days after the completion of the on-site visit. The institutional representative will receive copies of the report from the Division of Elementary and Secondary Education, along with any Division concerns within 30 days after the Division receives the report from the team chairperson. Any institutional response must be submitted in writing to the Division of Elementary and Secondary Education within 60 days after receipt of the report by the institution. The team visitation report and the institution's response will be presented to the State Board of Education for program approval action. This presentation will be made at the first regular board meeting six months after the date the institutional representative receives the report. By mutual agreement between the institutional representative and the Director of Teacher Education and Certification, an earlier presentation may be made. The institutional representative will be notified when the institution's reports will be presented to the State Board of Education and representation from the institution will be welcome to attend.

Program Approval Actions

There are three basic types of action that may be taken at the State Board of Education with regard to each separate teacher education program:

1. Full approval for the next five years with no conditions.
2. Conditional approval based on recommended changes to be implemented

and a revisit scheduled at a time mutually agreed to by the Director of Teacher Education and Certification and the institution, but not to exceed two years from the date of the initial on-site visit. The institution will be given a reasonable period of time to implement the recommendations made by the evaluation team. For this purpose, the Division of Elementary and Secondary Education will utilize the Follow-up Report (Appendix F), which will list the recommendations in specific program areas which require action by the institution in order to be recommended for full approval. This report is prepared by the institution and includes their commitment to effect the recommended changes. The report is then sent back to the Director of Teacher Education and Certification, Division of Elementary and Secondary Education to be used by those assigned to revisit the institution. The follow-up will include a report on any programs for which a revisit was necessary. It will be compiled and published by the Director of Teacher Education and Certification and presented to the South Dakota State Board of Education in the same manner that the original report was presented.

3. Disapproval with an effective date specified after which no further recommendations for certification will be accepted by the State Board of Education.

The Director of Teacher Education and Certification will inform the institutional representative within two days after the State Board of Education meeting relative to their decision(s).

ADDENDUM - STANDARDS FOR STATE APPROVAL OF TEACHER EDUCATION

Following is a list of changes, additions and deletions made in the standards. These were made by a committee appointed by the Administrator of School Standards from the Division of Elementary and Secondary Education. The membership of the committee was taken from those in attendance at the April 16 meeting and they considered and incorporated changes suggested by those who attended the April 16 meeting as well as other individuals.

2.2.2 line 12 - "schedule" was deleted after "salary."

2.6 line 2 - "show evidence of" was inserted after "and."

3.3 STANDARD III - part B was added.

3.3 STANDARD V - "This activity will usually occur prior to the junior year," was added.

3.3 - STANDARD VII was added.

3.5.5 STANDARD V _ "paraprofessionals, and other resources," was added.

3.5.6 - STANDARD VII was added.

4.1 STANDARD III - part F was added.

STANDARDS for STATE APPROVAL

of

TEACHER EDUCATION

A further revision of USOE Circular No. 351, Proposed Minimum Standards for State Approval of Teacher Preparing Institutions

A project of
The National Association of State Directors
of Teacher Education and Certification
assisted by the U.S. Office of Education

Fifth Edition

1973

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1966 Edition	Proposed Standards for State Approval of Teacher Education
1968 Edition	Proposed Standards for State Approval of Teacher Education
1971 Edition	Standards for State Approval of Teacher Education

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COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
BOX 911, HARRISBURG, PA. 17126

July 23, 1973

Dr. Sidney Simandle
President
National Association of State Directors
  of Teacher Education and Certification
State Department of Education
Frankfort, Kentucky   40601

Dear President Simandle:

At its Salt Lake City meeting in June, 1973, the membership of the National Association of State Directors of Teacher Education and Certification approved a revision of the *Standards for State Approval of Teacher Education* as prepared by the NASDTEC Standards Committee. This action was in accordance with a resolution adopted by the organization in June, 1965 in New York City and a subsequent decision made at Kansas City in 1971 that the document should be subject to constant review and revisions.

An account of the historical development of this publication can be found in the foreword.

Respectfully submitted,

William L. Charlesworth

William L. Charlesworth
Chairman
NASDTEC Standards Committee

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FOREWORD

Between 1950 and 1952, the National Association of State Directors of Teacher Education and Certification (NASDTEC), assisted by staff of the National Commission on Teacher Education and Professional Standards of the National Education Association, and of the U. S. Office of Education, developed its *Proposed Minimum Standards for State Approval of Teacher Preparing Institutions*, USOE Circular 351.

In 1954 the professional accreditation of teacher education at the national level was transferred from the American Association of Colleges for Teacher Education to the newly created National Council for Accreditation of Teacher Education.

In June 1960 following NASDTEC's San Diego, California meeting at which the 1952 publication was discussed at length, assistance and cooperation from the U. S. Office of Education for a revision of the 1952 publication was obtained. The Standards Committee was appointed and charged to proceed with the necessary study and revision.

On the invitation of the Office of Education, the committee met in Washington, D. C., March 6-8, 1961, reviewed the problem, conferred with professional leaders, decided in favor of a program emphasis, developed a tentative outline, and assigned portions of the writing task to various committee members. Statements of standards prepared by the several states and by national professional associations--including those in the various subject fields--were obtained and examined. The committee met several times during the years that followed and in Columbus, Ohio, during June 1963, the prepared revision was submitted to the NASDTEC membership for review and suggestions.

An experimental issue of the proposed standards for use by the State departments of education was issued in May, 1964. The recommendations were reviewed at the Association's 1965 meeting in New York City and the Standards were adopted.

Since 1966 over thirty (30) states have officially adopted the Standards and have incorporated them into their state policies. In addition, a number of other states apply locally developed standards which have been determined by the Standards Committee to be equivalent to the Standards. In 1970, fifteen states submitted to the committee lists of programs approved as meeting the Standards, and the first NASDTEC Certification Reciprocity System list was printed and distributed.

A grant of federal funds from the U.S.O.E. supported the work of the Standards Committee during 1970-71 and 1971-72. During this time six national organizations connected with teacher education and certification cooperated in the work of the Committee by appointing representatives to a Standards Division Advisory Committee.

During the summer and fall of 1970, the Committee sent copies of the existing Standards to over fifty national professional and academic societies and organizations, and invited them to propose revisions and improvements in the existing statements, or to develop standards in new areas to be added. In addition, over twenty state directors volunteered to conduct studies of sections of the Standards and develop revised statements.

A major revision of the Standards was approved by the Association at Kansas City, Missouri, in June, 1971. Additional changes were accepted by the membership in 1972 at Washington, D.C. In June 1973, at Salt Lake City, Utah, the Association approved this edition. The Committee is continuing its work and will suggest changes in the Standards as the need for them becomes apparent.

PREFACE

Standards in this document are proposed primarily for the use of State departments of education. They represent the consensus of department of education personnel who are assigned the legal responsibility for teacher education and certification in the several States. Suggestions and recommendations from many state and national professional and academic organizations were sought in their development. Although addressed to the States, these standards should prove useful to personnel in institutions that educate teachers, both as they appraise their programs and as they prepare for program appraisal by the State agency.

The term department of education is used in this document to designate the legal agency of each state responsible for the accreditation of programs of teacher education, including professional standards commissions and similar bodies when legally established for this purpose. The term accreditation is used generally to indicate the responsibility designated variously in different States by such terms as accreditation, approval, or recognition.

Particular emphasis has been given in this revision to the development of curriculum standards in various fields and in this respect it is more comprehensive than the preceding documents. It provides a basis for further cooperative action with appropriate academic and professional organizations.

These standards are minimum standards. They are submitted in the hope that they may become the basic minimum prescribed in all States. Some States may prescribe higher standards. College and public school personnel are encouraged to press vigorously to keep abreast of change and to utilize intelligently new and promising procedures and arrangements. Nothing contained herein should be construed as an attempt to lower standards to a common denominator, or to discourage innovation and experimentation in the development of teacher education programs. Sufficient flexibility is provided for each State to make whatever adaptation is deemed advisable in its upgrading of existing standards.

This document is also intended to help upgrade the quality of instruction in institutions engaging in the education of teachers and to promote a greater degree of uniformity in accreditation procedures among the States. The immediate practical consideration, however, is that the adoption of these standards by all States provides a working basis for measuring teacher education programs for minimum adequacy.

These Standards emphasize an Approved Program Approach based on college curriculums with well developed rationale, comprehensive objectives and continuous evaluation. Competent teachers may be prepared in a variety of ways. A number of States have begun the development of procedures for granting certification on the basis of demonstrated competence. Under such approaches new processes of evaluation of institutions may evolve.

Chapter I

PROCEDURES FOR ACCREDITATION OR APPROVAL

The procedures by which standards are developed and applied to teacher education at the State level have initial and far-reaching significance. This general discussion of accedition procedures is presented to stimulate and assist State education agencies in reviewing, developing, and applying standards for legal accreditation or approval of programs for the preparation of teachers.

1.1 Authority. Each State department of education is involved directly or indirectly in the accreditation or approval of teacher education programs within both public and private colleges and universities of the State. In some instances this function is specifically provided for by statute and is supplemented by rules and regulations of the State education agency. Where statutory authority is lacking, the State board of education or State department of education supplies the legal authorization necessary, usually as an application or extension of its authority in teacher education and certification. In the absence of specific statutes, a State should provide explicitly, through board of education regulations or administrative policies of the department, the legal authority for the approval of teacher education programs.

The complexities of present demands, practices and special programs suggest that each State department supplement this evaluation process by fostering improvement in a variety of ways. Examples include dissemination of information on such matters as current factual data, problems, innovations and needs; stimulating research and inter-institutional collabortion; and encouraging and assisting with innovation and supportive policy development.

1.2 Autonomy. Each State department of education retains the autonomy to establish procedures for the accreditation or approval of teacher education programs that are most effective in meeting the requirements of that State.

1.3 Common Practices. There are, however, certain common practices that have evolved, both regionally and nationally, which lead to the suggestions which follow:

1.3.1 Standards and Guidelines. The State should adopt explicit standards and guidelines for the accreditation or approval of teacher education programs and should have clearly stated procedures for implementing the process. It is recommended that the standards contained in this document be adopted with whatever supplement may be necessary to meet local needs and conditions.

1.3.2 Advisory Groups. To discharge its legal responsibilities it is appropriate and desirable for the State department of education to seek the advice, counsel, and assistance of an advisory group or groups, representing as nearly as possible a cross section of all segments of the education profession and others interested in the schools. Since this advisory group or groups will work with the staff of the State department of education in the continuous review and implementation of these standards, as well as in the development of policy and procedures, membership should include professional educators from elementary, secondary, and higher education, and from the State education agency. In addition, citizens concerned with teacher education should be included. Minority group interests should be represented.

1.3.3 State Agency Leadership. The State department staff member responsible for directing teacher education and certification should provide liaison between teacher education institutions in the State and the State department of education. He should provide leadership and advisory and consultative service to institutions and agencies in the development and maintenance of high quality preparation programs.

1.3.4 Criteria. Decisions to approve programs should be made in terms of adopted and published criteria. Inasmuch as State accreditation or approval of teacher education programs is directly related to certification, criteria for program approval and certification standards should be mutually supportive. The extent to which the programs meet both criteria and certification standards should be the basis for approval. Since certification reciprocity among states depends largely upon agreement on standards, it is suggested that the standards contained in this document, or essentially equivalent standards, be officially adopted for this purpose.

1.3.5 Visiting Teams. The process leading to approval of programs should be carried out by visiting teams, with membership selected by the State department of education. These teams may include: (a) faculty members of other teacher education institutions within or outside the State, (b) practitioners from schools of less than collegiate level, (c) personnel of the State department of education, (d) representatives from professional organizations, and (e) teacher education students.

Each visiting team should be chaired by a person chosen for his experience and general knowledge of the kinds of programs to be evaluated. The size of the visiting teams should be adequate to accomplish the task and yet small enough to work effectively. Each member of the team should have appropriate competencies, background, and experience to enable him to contribute to the total effort.

The State department of education may find it advantageous to arrange periodic workshops or training sessions for chairmen and members of visiting teams. Over a period of years, through on-going orientation and preparation, each State can develop a reservoir of well-prepared personnel for service on visiting teams.

1.4 Other Accrediting Agencies. State department of education procedures for the approval of teacher education should take into account relationships with accrediting groups. Of major importance in this regard are the National Council for Accreditation of Teacher Education (NCATE) and the six regional accrediting agencies: Middle States Association of Colleges and Secondary Schools, New England Association of Colleges and Secondary Schools, North Central Association of Colleges and Secondary Schools, Northwest Association of Secondary and Higher Schools, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges. Each of these bodies has certain unique functions, but in general their purposes and procedures are similar.

It would appear to be advantageous to State education agencies to adopt policies which would permit maximum cooperation with NCATE and coordination of State approval and accreditation functions wherever possible. In organizing visiting committees, it would be desirable to establish cooperative arrangements which facilitate working relationships. Accreditation by NCATE represents a degree of quality in teacher education programs in a general and basic sense. Therefore, if an institution is NCATE-accredited, the State department of education may be able to place less emphasis on reviewing the over-all, general characteristics of a teacher education program (faculty, resources, policies for students, library, performance of graduates,) and devote more attention to the review of specific programs. In certain instances, it may be desirable to conduct a cooperative comprehensive evaluation including a concurrent on-site visit by both State and NCATE teams.

It is also important that each State department of education coordinate its work insofar as possible with the regional association functioning in the State. As with NCATE, State departments may find it desirable to establish certain policies jointly with the regional association so that visiting committees of both groups can work within a framework of mutual understanding and with certain common objectives and procedures.

There are also groups concerned with the accreditation of various specialities, such as business, chemistry, and music. State departments of education need to be aware of the work of these groups and of their visitation schedules in the State's universities and colleges.

States in their approval procedures should take into consideration specialty, regional or national accreditation including the utilization of materials and information prepared for other accrediting groups in an effort to avoid unnecessary duplication of effort on the part of the institution being evaluated.

1.5 Procedural Arrangements. In order to carry on an effective program of teacher education accreditation or approval, each State should develop and set forth a clear outline of procedures. Such procedures should include: the criteria or standards used by the State (whether this document or its equivalent), instructions to visiting teams, institutional self-evaluation forms, schedules or application reports, and an outline or example of the visiting team report. Invitations to persons for membership on visiting teams should emanate from the State department of education. The institution being evaluated should be given the opportunity to review and react to the individuals proposed for membership on the visiting team.

The development by the State department of education of a manual or handbook setting forth State policies is encouraged. There should also be an organized procedure for the review of visiting committee reports; each step between the visit and ultimate approval or disapproval should be stated clearly.

Copies of the preliminary report should be reviewed by the institution for the purpose of correcting any misinformation or misinterpretation of information prior to the time that the final decision is made to approve or disapprove a given program.

1.6 Approved Program Approach. The approved program approach to teacher preparation and certification, in effect in most states, involves (a) the development of programs of teacher preparation by a teacher education institution in accordance with the established standards; (b) the official review and evaluation of each of the proposed institutional programs in terms of the established standards and procedures by the State education agency and the subsequent approval of programs if the standards are met; and (c) the understanding that the teacher candidate, upon successful completion of a program thus approved, as attested by the institution, will be entitled to official recognition by the State education agency.

A program of teacher education generally refers to a particular pattern of preparation for a specific professional assignment or position. Thus there would be distinctively different programs for each of such positions as high school English teacher, high school business education teacher, elementary school teacher, school social worker.

1.7 List of Approved Programs. The practice is becoming more common for State departments of education to issue lists of institutions whose programs they have accredited or approved for teacher education. This practice is recommended. Such lists should indicate the programs for which each institution is approved. Since programs tend to change, lists should bear general expiration dates and provision should be made to assure wide circulation of new lists and invalidation of the old.

The National Association of State Directors of Teacher Education and Certification (NASDTEC) publishes annually a list of programs approved by State departments of education as meeting the standards contained in this document, or standards recognized as equivalent by the NASDTEC Standards Committee. All states are encouraged to adopt policies and standards which permit participation in the NASDTEC Certification Reciprocity System. Recommended procedures for the development of State lists are included in the Appendix to this document.

Chapter II

ORGANIZATION AND ADMINISTRATION OF TEACHER EDUCATION

This chapter covers the organizational, administrative, and operational provisions that support a program in teacher education. The next two chapters deal with the particular programs. The material on the supporting non-curriculum aspects of teacher education applies alike to single and multipurpose institutions and to institutions offering many programs.

The Approved Program Approach offers the opportunity to accommodate experimental or innovative programs of teacher education. Whenever an institution desires to request approval for an experimental or innovative program of teacher preparation that does not meet the Standards in Chapters II, III and IV, a proposal shall be submitted to the state education agency in such detail as is required by the agency, which outlines (a) the professional rationale that supports the proposal, (b) a set of functional program objectives, (c) the plan of operation, and (d) the provisions for program evaluation by the college and the state.

Normally, major changes from the usual program standards should be attempted first on a pilot basis. (See Chapter V.)

2.1 Purposes and Objectives. Programs for the effective education of teachers are expected to operate with appropriate purposes and objectives. These objectives should reflect the institution's conception of the teacher's role and should be made explicit, both in formal statements and in evidence of their practical application as teaching behaviors. An institution seeking initial and continuing accreditation or approval of teacher education programs should include in its catalog clearly defined statements of such purposes and objectives. Objectives for teacher education should be consistent with those of the institution as a whole. Curricular programs for the education of teachers should be designed to achieve the desired outcomes and reflect the judgment of: (a) members of the faculty, (b) students, (c) graduates, (d) utilizing agencies, and (e) the profession as a whole. A fundamental criterion of excellence in an institution is the extent of awareness on the part of all concerned of its aims and goals, and the degree to which they are being achieved. The stated objectives become the basis on which graduates are evaluated.

There should also be a definition of the scope and limitations of the teacher education offerings and services of the program, indicating: (a) whether it is basic or advanced; (b) whether it is elementary, secondary, or ungraded; (c) whether secondary teachers are prepared for the specific subject-fields offered; and (d) whether graduate work provides preparation in the specific school service programs offered. The institution should be expected to demonstrate that it has the facilities and activities necessary to operate the proposed programs. Such factors are not ends in themselves, but must be judged finally in terms of the quality of the institution's graduates.

2.2 Organization. Sound instructional programs can be operated effectively only when supported by competent administrators and a board of control committed to institutional purposes. Consequently, attention should be given to the manner in which the administration operates, its responsiveness to institutional needs, and its efforts to appraise its own effectiveness in terms of the following criteria.

2.2.1 Board of Control. Control should reside in a board of trustees or otherwise designated board. Terms of office should be arranged to provide desirable continuity within the board.

The function of the board should be that of assuring for the institution sound philosophies and policies facilities, and leadership which will provide the best possible services to the students and faculty, and will insure for the college and the students a sound educational program. In the discharge of this function there should be clear evidence of the board's appreciation of its responsibilities in providing a program of teacher education.

2.2.2 General Administration. Under the direction of the president as the chief administrative officer, adequate provision should be made for the performance of all administrative functions affecting teacher education by personnel competent in their respective lines of activitiy. A chart showing the organization of the institution should be available. When evaluating the administration of teacher education in an institution, appraisal should be made of suitability of the organization, the competence of the personnel, and the way in which functions are performed. Consideration should be given to salary and rank, retirement allowances, tenure, group insurance, sabbatical leave, sick leave, funds for inservice development of the faculty, and service by the faculty in professional development on a State, regional, or national basis.

Institutions which prepare teachers should provide information for administrative and faculty members outlining the applicable administrative policies. Such information should state and interpret the functions of the board of control, the faculty, and the staff of administrative officers with particular reference to teacher education.

Institutions which accept responsibility for the education of teachers should establish and designate the appropriate division, school, college, or department within the institution charged with accountability and authorization to act, within the framework of general institutional policy on all matters relating to the teacher education program.

2.2.3 Finances. Satisfactory realization of the general standards outlined here is predicated upon a sound financial structure. Resources adequate for the accomplishment of announced purposes must be available, and current income for both public and private institutions must be such as to enable an institution to carry on its proposed work. Evidence of financial stability must be presented.

In examining the financial condition of an institution, consideration should be given to the income available for teacher education purposes and the manner in which that income is expended. An institution is expected to operate on a budget prepared in accordance with sound financial and educational practice and to issue an annual financial statement, audited by a properly qualified outside agent, giving a clear and accurate picture of its financial status. With references to teacher education, particular attention should be paid to the relative amounts expended for instruction, administration, maintenance, equipment and supplies, library, student activities, capital outlay, and debt services. The financial records of the college should be kept in such form that rapid analysis is possible at any time to determine the economic status of the institution.

2.2.4 Extended Services. Institutions offering extended services, including summer sessions, evening and weekend programs, off-campus extension or correspondence classes, and survey and consultative services, should be expected to set forth adequate resources for conducting such services. They should indicate the administrative and operational provisions established to assure quality in such special services, in the regular program, and in the ways in which the two complement and support each other.

2.3 Admissions, Retention and Evaluation Policies and Practices. Teacher education programs should require attention to characteristics of students admitted to a program, retained within the program and evaluated for admission, retention, and recommendation for certification.

2.3.1 Admission to Teacher Education. Provision should be made within the institution for orderly methods of obtaining and filing information relative to candidates applying for admission to teacher education.

There should be definitely announced policies and a systematic screening method by which the student may make application for admission to the institution's regular professional teacher education curriculums. For experimental or special programs, specific admission requirements should be indicated in the description of these programs. Admission standards and practices as apply to the institution's regular programs should be altered to incorporate those approaches found to be successful alternatives in experimental and special programs conducted by the institution. In all programs there should be a definite method for selection and retention of applicants. Such policies should include the time and possible alternatives for admission.

Among the standards for admission are the following: (a) quality of scholarship; (b) personal and social fitness and demonstrated leadership or indicated potential; (c) physical and mental health for the tasks to be performed; (d) voice, speech, and competency in oral and written English; and (e) participation in extra class activities and related experiences.

2.3.2 Admission into the Profession. An institution should have evaluation procedures to assess the quality of its graduates when they complete pre-service programs and apply for a recommendation to become certified. Increased human sensitivity, multi-cultural perception, and other predetermined characteristics must be demonstrated as a basis for an institutional recommendation for admission into the profession.

2.3.3 Retention. The nature of the professional studies component in teacher education calls for a high order of academic achievement and growth in technical competence. A teacher preparing institution should determine as objectively and systematically as possible specific strengths and weaknesses (including personal factors related to professional competence and conduct) of the student as these affect his continuing in a teacher education programs. The institution should design a well-defined plan for the evaluation of the performance of students enrolled in its teacher education programs. Periodically these performance evaluations should be reviewed for the purpose of retention or dismissal of the student.

2.3.4 Evaluation. The institution should design and implement a well-defined plan for continuing evaluation of students enrolled in teacher education programs. Measures of academic ability, observation by faculty (in courses, laboratories, and field experiences), and other modes of appraisal, should be utilized to assess specific strengths and weaknesses as they affect the programming of the student, his retention within the teacher education programs, and his readiness to assume the professional role for which he is preparing.

2.4 Student Personnel. Students planning to be teachers need counseling and advising services that supplement those provided by the institution for all students.

2.4.1 Organized Counseling. The obligation of the college extends beyond the training of the intellect and includes responsibility for development of a balanced personality. This is highly important in teacher education. The institution should utilize its total faculty resources in providing a guidance program for assisting students in the selection of their studies and extra-curricular activities, for the analysis of causes of academic deficiency, and for the adjustment of specific problems. The obligation also includes maintenance of effective public relations followup services after placement, guidance into real education opportunities and continuing redirection of persons unsuited for service in the teaching profession. Such functions should be performed effectively by qualified persons with delegated authority and preferably with special preparation in personnel work. The responsibility of the college for student guidance begins with a well-organized program for introducing new students to the purposes and problems of college life, and continues throughout the undergraduate years. It includes an effective placement service assisting graduates in finding their proper places in the teaching professions.

2.4.2 Supporting Student Services. Each student should know where to secure guidance and who is officially responsible for his program. Each institution should be able to present an organization chart of the student personnel program, showing all services directly connected with student personnel work and their relationships with each other. The student personnel program should also be concerned with student government. Attention must be given to a plan for maintaining desirable student-faculty relationships.

2.4.3 Counseling and Advising Students: Individualization of Teacher Education Programs of Study. Students planning to become teachers need counseling and advising services that supplement the customary student services provided by the institution. Qualified advisors assist students in assessing their strengths and weaknesses and in individually tailoring their programs. Prospective teachers need to be informed about professional organizations and community agencies as well as school problems. They also need to know about career options available to them in the educational professions. Students need assistance in developing appropriate educational career goals. These institutional service functions should be provided by the appointment and availability of personnel well qualified for such advisement.

2.4.4 Data on Teacher Supply and Demand. An important specialized function of guidance and counseling in institutions which prepare teachers is the collection and maintenance of current data on teacher supply and demand. Such data should be made available to all counselors, who in turn interpret them to all students in preparation for teaching.

2.4.5 Adequate Student Records. It should be the responsibility of the college to maintain an adequate system of student personnel accounting, including a permanent cumulative record of each student enrolled. This is especially important in teacher education. To facilitate ready interpretacion by certification authorities and prospective employers, the graduate is entitled to an intelligible and adequate transcript of record, including a statement of course titles or the equivalent. This transcript should include a descriptive record of all professional laboratory experiences.

2.5 Student Participation in Teacher Education Program Evaluation and Development. As members of the college community and as prospective members of the educational profession, students enrolled in teacher education programs should have the opportunity and responsibility to express their views regarding the improvement of teacher education programs. Clear lines of communication should be open for student input affecting program evaluation and development. This standard will have been deemed to be met in those institutions where student organizations have concerned themselves with such problems, and when joint student-faculty committees have been active in these concerns. In institutional self-study and in program approval visitations as well as through student organizations and joint student-faculty committees, students should have clearly established channels and frequent opportunities to express their views with demonstrated assurance that their reasonable proposals will subsequently influence the development of the teacher education programs offered by an institution.

2.6 Faculty. Faculty members who instruct prospective teachers should be competent in their fields and show evidence of frequent contacts with school environments and other sources so their teaching and research are current and relevant.

2.6.1 Faculty Competence. The quality of the faculty is one of the more important factors in judging the effectiveness of an institution. Appraisal of the faculty should be made in terms of its competence to provide the program for which approval is being sought. Each faculty member (in subject matter and in professional fields) should have a high degree of competency in his area. Instructional responsibilities should be in the hands of well-trained and experienced teachers.

Academic preparation of faculty members should indicate, as a desirable goal, that they have mastered a reasonable knowledge concerning individual mental and physical growth and development, with specific emphasis on psychological aspects related to learning. Faculty members should also understand the function and place of the school in society and should be highly competent in the techniques of instruction.

The Professional Education Faculty consists of those college instructors who teach in the professional curriculums and all school and community personnel who direct prospective teachers in all types of activities included as part of the professional curriculums. Such persons, whether working in school or college, should have had specific preparation to be teachers, should have taught in schools and should have had specific preparation and in-depth understanding of their roles in teacher education. Those who teach courses in subject areas should be familiar with practices concerning those areas in the elementary and secondary schools. Evidence should be submitted about the intellectual alterness of the college teachers and their experience and participation in such professional activities as curriculum improvement, research, writing, and travel for educational purposes. Staff members should show that they are growing professionally through advanced study, research, and participation in the activities closely related to their instructional assignments.

The institution should demonstrate that its policies of selection, retention, and promotion of personnel are effective in providing teachers who are sincere, competent and professional.

2.6.2 Part-time Faculty. The institution, recognizing that an appropriate faculty (quantitatively and qualitatively) is one of the major determinants of the quality of its teacher education programs, should make provision for the use of part-time or adjunct faculty, when desirable. Two kinds of situations support the employment of part-time faculty: (a) a limited need for a high level of expertise and competence not requiring a full-time faculty member, and (b) a temporary need for additional staff to support quality institutional criteria with respect to academic preparation, experience, and scholarly performance as have been established for appointment as full-time faculty by the institution.

2.6.3 Service Load of Faculty. The institution should provide conditions essential to the effective performance by the teacher education faculty. The total service load should be interpreted to include not only regular instruction but also extension teaching, committee assignments, extra-curricular activities, and supervisory responsibilities in connection with thesis advisement. It should also include assignments in the program of student observation and participation; independent study; advisory and consultative services; testing, psychological, and guidance services; participation in surveys; research and writing; student advisory duties; and recruitment, selection, and admission of students. The total load should not be excessive.

2.6.4 Instruction. The institution will be expected to furnish evidence that instruction is evaluated systematically based on the performance of its students within the institution and later as members of the education professions. Consideration will be given to such items as the performance of the students in teaching, standardized tests, the quality of their subsequent work in accredited graduate and professional institutions, and in the degree to which the institution as a whole attains its goals in the preparation of professional teacher personnel.

The institution should show that it utilizes a variety of appropriate instructional procedures which contribute to the effectiveness of the student's preparation, such as class discussions, lectures, laboratory work, use of teacher aides, and newer media. In addition instructional procedures should incorporate a wide range of those procedures and techniques which are advocated for teachers to use in their later service in the schools, including many varieties of group and independent study, individualized instruction and an opportunity to demonstrate by appropriate evaluation any learning, competence or previous experience however acquired. Also students should have an opportunity themselves to use various types of programmed instructional material and many forms of electronic and mechanical media.

2.7 Facilities and Instructional Materials. The institution shall provide physical facilities, instructional materials and other resources essential for conducting teacher education programs.

2.7.1 Buildings and Grounds. A college should have a physical plant designed to serve effectually its defined purposes for teacher education. The educative value of the college environment should be used to the optimum. The physical facilities should also promote the safety, health, and recreation of students and faculty. Adequate facilities should be available for appropriate housing to enhance the morale and meet the social needs of the students.

2.7.2 Library. The library, as the principal materials resource center of the institution, should be adequate for the instructional research, and other services pertinent to its teacher education programs. Administrative procedures and equipment should conform to accepted modern practices, including cataloging methods, arrangement of books and magazines, and adequate hours of accessibility. Ample provision should be made for capitalizing on newer developments in library services, including the use of electronic materials and equipment. Adequate space and equipment should be provided for students to explore effectively and use the various electronic and visual media. The library should be administered by a professionally trained librarian. The building or buildings should be well-lighted, protected against fire, and equipped with adequate working quarters for the staff and seating capacity to meet the study needs of the student body.

2.7.3 Laboratories. Each institution should be provided with laboratory equipment sufficient for instructional purposes for each program offered, including suitable shops and shop equipment; specialized equipment for the biological and physical sciences; specialized equipment for psychological, sociological, and child-development sciences; gymnasium for physical education; equipment for courses in commerce; suitable kitchens, dining rooms, and laboratories for household arts and adequate farm buildings and demonstration farms for work in agriculture. Space should be made available for conducting and recording experiences such as micro-teaching, role playing and other simulated activities with arrangements which approximate studio conditions.

2.7.4 Educational Technology. Modern media and materials are essential elements in the communication networks of contemporary schools. For this reason, teachers need to understand the technologies and the use of such media and materials available in their teaching and need to possess the ability to work with them. As a means to assist prospective teachers in developing these understandings and skills, institutions should make available to students and faculty, appropriate teaching-learning materials and media and technical assistance to produce such materials and utilize such media. In maintaining and developing the collection of such materials and media, the institutions give consideration to ease of utilization of such materials in its collegiate programs and to the recommendations of appropriate national professional organizations.

A teacher-preparing institution should demonstrate its commitment to the improvement of instructional process by developing and following a long-range plan for institutional use of educational media, communications networks, and academic planning based upon the application and utilization of such facilities to meet its institutional commitments and goals. The teacher education curriculums should be characteristic of such instructional development although the system serves the broader and total institution. It would seem that prospective teachers must not only be prepared to utilize the emerged education technology within their own teaching styles, but of equal importance, that they be oriented to, and familiar with institutions which incorporate a systems approach to academic administration and instructional operation.

2.7.5 Curriculum Laboratories. A materials laboratory or center should be maintained either as part of the library or as one or more separate units. It should be open to students as a laboratory of materials of instruction and should be directed by a faculty member well-informed in the various instructional media and materials at different grade levels. This laboratory should include a wide array of books commonly used in elementary and secondary schools; various types of audio-visual aids such as maps, charts, pictures, filmstrips, and recordings; various types of materials used in evaluating learning; curriculum patterns, courses of study, and teaching units. There should be workshop facilities for preparing new curriculum materials including access to electronic, photographic and other equipment.

2.7.6 School-College Relations. Each college should establish a laboratory center or centers either as part of the college administration or in cooperation with nearby public schools. These may be organized for professional laboratory experiences prior to student teaching. Schools selected for professional laboratory centers should provide experiences based upon principles of education, including child development, learning theory, curriculum research, and community relationships. Provision should be made for using such centers for extensive new research and experimentation by both students and faculty. Staff to direct such research should be provided. Designated college faculty members should have as a part of their regular, normal load both the time and the responsibility for long-time, continuing collaboration within the laboratory schools, especially off-campus schools. These staff members should endeavor to become accepted as regular contributing members of the school's professional staff to the end that the total school professional group evolves ways to contribute directly both to the improvement of the learning of boys and girls and to the use of the school as a teacher-education laboratory. The presence of such staff members should be regulated by agreement with school authorities.

The nature of agreements (contracts) and working relationships between schools and colleges depends in large part upon a given state's legal authorization for such agreements, statutory or other authority for student teaching as a process, as well as the legal status of the student teacher. Definitions and requirements affecting working relationships between schools and colleges should be explicit, clear, and well publicized. Both colleges and public schools should be certain that any new programs involving arrangements of this kind are operated within existing regulations.

Student teaching should be done through cooperative programs in selected schools having desirable curriculums, appropriate teaching materials, and professionally educated staff members with successful teaching experience. There should be provision for coordinated extensive supervision by college faculty, involving both subject and education areas, and for special preparation of both school and college supervisors.

Institutions shall make agreements with school systems which include: (a) mutually agreed upon activities, services, and compensation, (b) roles and responsibilities, (c) provisions for solving problems and the coordination of ongoing activities, and (d) means for revisions to meet changing needs and conditions. Each college should explore appropriate ways for developing functional cooperation in teacher education among the agencies concerned in order to promote effective relationships and avoid unnecessary competition.

Negotiated agreements between teachers, organizations and boards of education (both compulsory and voluntary) now often include some aspects of the provisions for teacher service in directing experiences for prospective teachers, such as: (a) teacher consent, (b) pay for supervision, (c) number of student teachers, (d) qualifications of cooperating teachers, (e) in-service credit for student-teacher supervision, and (f) responsibilities of cooperating teachers. Both school and college officials responsible for directing and coordinating the experiences of prospective teachers should enter into professional dialog with those developing bargaining positions, and seek to foster improved teacher education through understanding and through the resolution of differences in positions.

All parties to the teacher education process should seek to move away from the separatism which depicts colleges as producers of teachers and school districts as consumers.

However, the need for superior teacher education laboratories is so great and the competition for them so keen, that all college officials should clearly recognize that unless they have truly adequate laboratories at their disposal, they should not be engaged in teacher education.

Institutions shall provide adequate numbers of competent and properly assigned personnel so that the laboratory phases of teacher education operate effectively and harmoniously. In addition to those who will perform the specific instructional and supervisory roles, all colleges and public schools engaged in providing laboratory experiences for prospective teachers should set up properly designated and publicized channels and offices for efficient operation and communication. Each school system, college or department of education, should have an identifiable coordinator who channels or coordinates all contacts, operations and activities for his system or institution.

Chapter III

CURRICULUM PRINCIPLES AND STANDARDS: BASIC PROGRAMS

The actual programs in teacher education are the crucial aspect of examination by State departments of education in determining accreditation or approval. General institutional adequacy can frequently be judged from more general departmental procedures and from cooperation with regional and national accrediting agencies. The specific supporting provisions for teacher education programs can and should be readily assessed.

3.1 Curriculum Development, Planning and Patterns. In many approval processes too little attention has been given to the various curriculums. This chapter sets forth basic curriculum standards as applied to specific undergraduate programs. General statements and guidelines are presented first; specific program guidelines follow.

STANDARD I Responsibilities for the administration of a continuing program of curriculum development, evaluation, and revision, and for the advisement and programming of students in the teacher education curriculums should be coordinated through a single designated administrative unit of the preparing institution. This unit should recommend students to the State agency for certification.

STANDARD II The process of curriculum development for the various teacher education programs should make provision for enlisting the cooperation and participation of representatives of (a) the public schools, (b) college teachers in fields related to the area of public school specialization, (c) the State department of education, (d) professional associations, (e) appropriate committees and commissions, and (f) teacher education students.

STANDARD III A continuing program of curriculum evaluation should provide for a thorough systematic followup of graduates to determine the adequacy of their preparation and their competence as public school teachers.

STANDARD IV Each curriculum for the preparation of teachers should be a program planned for teaching in the area of specialization and should include: (a) general education (those academic courses planned for all degree candidates) designed to prepare the student for purposeful and responsible living as an individual and a citizen in a free society; (b) appropriate content and experiences in his particular field of specialization to relate to and give background for his teaching service in public schools; and (c) the sequence in basic professional education designed to prepare the student for his role as a teacher in the public schools. The curriculum should be designed to develop the student's unique interests and capabilities through a system of academic guidance and free electives.

3.2 General Education. General education is based on those studies known as the liberal arts, which embrace the broad areas of the humanities, mathematics, the biological and physical sciences, and the social and behavioral sciences.

STANDARD I The content of general education, selected with discrimination from the aggregate of human experience, should embody the major ideas and principles of the various divisions of knowledge as they bear on common concerns. More specifically, the general education program should:

A. Foster individual fulfillment and nurture free, rational, and responsible adults

B. Cultivate appreciation for the values associated with life in a free society and for wise use of the power which accompanies citizenship.

C. Develop leaders who are intellectually competent, imaginative, and vigorous

D. Contribute fundamentally to and give direction to the use of professional knowledge

E. Stimulate scholarship that will give understanding to concepts not now extant and help prepare people for rapid adjustment to essential change

F. Encourage discernment in examining the values inherent in foreign cultures to the end that a clearer understanding of other peoples will reduce world tensions.

STANDARD II Since general education is a developmental experience achieved with the maturation of the college student, it should be emphasized in the first two college years, extended throughout the baccalaureate program, and continued in diminishing proportions into graduate study.

STANDARD III In the belief that a general education program relevant to the future is attained by a carefully selected sequence of experiences which increase in depth as the student matures, each institution approved for the education of teachers shall be responsible for building a sequential program of general studies which will help the college student attain an understanding and appreciation of:

A. Language skills as essential tools in communication

B. World literature with emphasis on. but not limited to, the writings of English and American authors

C. The aesthetic values in human experience expressed through the fine arts

D. The scientific and mathematical concepts upon which contemporary civilization depends

E. Contemporary world culture

F. Social, geographic, political, and economic conditions and their impacts on current problems in the Nation and the world

G. The growth and development of the United States as a nation and its place in world affairs

H. The principles of physical and mental health as they apply to the individual and the community

I. American culture and heritage.

3.3 Professional Education. Professional education is based on those studies which include foundations of education and methods and materials of teaching with supervised laboratory experiences designed to provide competencies required in the education professions.

STANDARD I Stated Objectives. Each institution should have a clearly stated set of objectives for the professional education component of its teacher education program. It is essential that institutions have the freedom to develop diverse and innovative teacher education programs. Each of the institution's professional education programs should be evaluated in terms of its stated objectives according to the particular grade levels for which each program is designed: elementary, secondary, or K-12.

STANDARD II Planned Sequence of Studies. The program of professional preparation for teaching should encourage individualization of the student's program while providing a range of studies and experiences to develop:

A. Knowledge of the processes of human growth, development, and learning, and the practical application of this knowledge to teaching

B. Knowledge of research, methods, materials, and media appropriate to teaching. The special emphasis should be in the student's field of teaching specialization

C. Ability to teach effectively and to work ethically and constructively with pupils, teachers, administrators, and parents

D. Understanding of the historical, philosophical and sociological foundations underlying the development and organization of public education in the United States

E. Understanding of the purposes, administrative organizations, and operation of the total education program of the school

F. Ability and willingness to analyze the teaching act as a means of continually improving his teaching skills.

STANDARD III Humanizing Emphasis.

A. The program should provide experiences that will foster continuous growth in those human qualities of the teacher that will enhance learning by his/her students. These experiences should be designed to help the teacher develop personal self-esteem and confidence and show sensitivity to students, especially for those students from different economic, social, racial, and ethnic backgrounds.

B. The program should provide experience that will foster continuous growth in those human qualities of the teacher that will enhance communication with other teachers, administrators, parents, and the community.

STANDARD IV The Experience Component. An early in-depth experience with children and youth should be provided for all students who have not had a demonstrably equivalent experience. Every college should develop a comprehensive program of carefully designated basic experiences in a variety of realistic settings within the core of its professional curriculum. In addition, the college should make available a wise range of laboratory, clinical, and practicum experiences to individualize learning patterns to meet each student's needs.

STANDARD V Pre-Student Teaching Laboratory Experience The programs of professional study in education should make provision throughout for observation and experience with school-age youth. This activity will usually occur prior to the junior year. Study of theory and practice should be closely related. The college schedule should be arranged to support laboratory experiences which should be started as soon as the student enters the teacher education program.

STANDARD VI Student Teaching. Student teaching, or other major practicums in which prospective teachers can experience all the roles of the teacher, should be designed both as a growth and learning experience, and as an evaluation of potential knowledge, his commitment to teaching, his skill in guiding learning in inter-personal relations, and in operating as a professional in teaching are developed and judged. An in-depth professional evaluation should be provided as an essential part of professional counseling for the student as a person and for admission to the profession.

In considering the approval of teacher education programs, the following statements should be used as a basis for evaluating student teaching. These statements are not all-inclusive. Teacher preparing institutions should be encouraged to develop student teaching programs of a quality superior to that implied.

A. Admission to Student Teaching. The student should be permitted to engage in student teaching only after a comprehensive professional review of his record indicates that his scholarship, performance in an area of specialization, competence in the professional sequence, performance in previous professional experiences, and personal characteristics qualify him for the responsibilities of student teaching. The cooperating teacher should be provided in advance with the professional and personal information about the student that is essential for adequate understanding and guidance.

B. Intensity. Student teaching should be a full-time experience. It should begin with observation, involve expanding responsibilities, and finally include the full range of activities of a teacher in a typical school situation.

C. Length of Program. A good student teaching experience provides for intensive and continuous involvement. The length of student teaching should depend upon the performance of the student teacher.

It should continue until he has achieved the objectives previously agreed upon.

D. The Cooperating School. The cooperating school or school system should be chosen by the college because of the commitment of the administrators and staff members to participate in the preparation of new teachers, their willingness to supervise, and on the basis of the appropriateness of the school for the preparation of the student's instructional program and resources. The school selected should offer a range of experiences: (a) at different levels within the various teaching fields, (b) with different groups and groupings of students, and (c) with a range of instructive non-classroom experiences, e.g., counseling, record keeping, extra-curricular activities, preparation and selection of teaching materials.

E. The Cooperating Teacher. Cooperating teachers should be selected jointly by school and college personnel on criteria cooperatively agreed upon by the institutions involved and always at least equalling the state minimum standards. In addition to being fully qualified in the area in which he accepts student teachers, the cooperating teacher should be experienced, have a good performance record, show continued professional growth, and have the temperament, desire, and ability to work with a student teacher.

The number of prospective teachers assigned for any experience to any qualified cooperating teacher should be determined by applying two professional criteria: (a) that the level of support for pupil learning shall remain as high or higher than if the college student(s) were not so assigned, and (b) that the teacher can feel comfortable and confident that he can provide an effective, supportive learning climate for the student teacher(s).

Under patterns of differentiated staffing a specialist-clinical teacher may be able to provide a learning experience for several student teachers at a time and still maintain a good environment for learning.

F. College Responsibility for Supervision. College faculties should recognize that the traditional "student teacher triad" (college supervisor, student teacher, cooperating teacher) sometimes functions effectively, but often actually serves to limit learning and the professional satisfaction of its members. All institutions should study possible new arrangements for operating and supervising student teaching, including the use of clinical professors whose status and roles are defined in various ways and a variety of centers ranging from entirely college operated to entirely school operated. Further, college faculties should examine the two most common results of this shifting of the traditional role of the college supervisor: (a) the cooperating teacher acquires greater competence as a teacher educator and assumes a far larger share of the responsibility for supervision, and (b) the college supervisor tends to become a resource consultant or a liaison coordinator for the laboratory activities in given schools. Colleges should provide a broad range of expertise directly available to the prospective teacher to make possible immediate assistance and attention to problems and individualization of experiences. The student should always have readily available expertise in the content areas, in methodology, in inter-personal relations, and in the laboratory phases of teacher education and professional development. Also there should be available a person outside the official school line of authority who can listen to the student, and, where appropriate, help him resolve his problem.

In order to assure success for any pattern of student teaching or other practicums, colleges and schools should provide thorough and continuous upgrading of the skills in teacher activities of all personnel involved.

College supervisors, resource consultants and coordinators on the college budget should be regular staff members, preferably full-time, with equal status to other faculty. Both schools and colleges should make detailed cooperative studies of roles, responsibilities, status, loads, and remuneration so the teacher functions achieve effectiveness and status. The chief criteria for load determination should be professional judgments of functions and conditions rather than simple mechanical formulas.

STANDARD VII The program shall provide opportunities for the development of competencies needed for working with parents, volunteer assistants, para-professionals, and volunteer help.

3.4 Teaching Majors: General Standards. All programs for preparing teaching majors in fields of specialization should be designed to meet general standards as identified by the faculty.

STANDARD I Institutional Responsibility. Each institution is responsible for developing its teacher education program in the several teaching fields within the general policies relating to teacher education and certification of the State in which the institution is located. The organization should be such that those preparing to teach at various levels and in various subject areas will find it easy to associate with each other. In addition it should be easy for these students to understand where responsibilities lie.

STANDARD II Statement of Objectives. Each teaching major or field of specialization should be built upon a clear-cut statement of the purpose and objectives of teaching in this area of the public school curriculum, and a well-formulated statement of the nature of the public school program that is needed to accomplish these objectives. These statements should be prepared by the college faculty concerned with teacher education, should be based on analyses of current practices and recommendations of the professional organizations representing this field of the public school curriculum, and should be available in writing.

STANDARD III Statement of Teacher Competencies. Each teaching major or field of specialization should be built on a clearly formulated statement of the competencies needed by teachers in this area of the public school curriculum. These competencies should include the attitudes, knowledges, understandings, and skills that are required, and the degree of expertise necessary for a beginning teacher. This statement of competencies should be available in writing, and should be based upon the statement developed in the preceding guideline regarding the objectives and program of the public school. No collegiate institution is expected to offer teacher education programs in all available areas of specialization. On the contrary, the institution is encouraged to expend its efforts only on those programs in which it can excel.

STANDARD IV Characteristics of Teaching Majors. The program of study constituting the teaching major or field of specialization should:

A. Include a thorough college-level study of the aspects of the subject-matter area as included in the public school curriculum

B. Take into account the sequential nature of the knowledge and skills to be developed, so that there will be a maximum continuity in the achievement of the objectives of the program

C. Provide the prospective teacher with a comprehension of the aspects of the areas of study which his students will meet in subsequent courses in the field.

D. Constitute a teaching major in the field of specialization, with courses and content chosen for their relevance to the public school curriculums. The amount of work required in a teaching major will vary, depending on the scope of teaching for which graduates are prepared, the amount of work in the field that is included in the general education requirements for all students, and student's high school background in the field. Emphases may vary in response to the careful study of individual needs, abilities, and objectives.

E. Be broadly conceived, to include work in fields related to the area of study to be taught.

STANDARD V Evaluation and Recommendation of the Candidate. Each teaching major or field of specialization should include provision for a systematic program of evaluation procedures to determine the degree of the student's attainment of teaching competencies. These evaluation procedures should serve as the basis for recommending him for the appropriate teacher certificate.

STANDARD VI Supporting Facilities and Schedule. Each teaching major or field of specialization should be supported by plant, facilities, equipment, library, and media resources. A schedule of meeting-time adequate to implement the planned program of courses, including appropriate field and laboratory experiences should be provided.

STANDARD VII Staff. Each teaching major or field of specialization should be staffed by college faculty members who are master teachers, well-qualified by graduate training and experience in the subject-matter foundations of the particular area of the public school curriculum and sensitive to the needs of public school teachers.

3.5 Teaching Majors: Specific Standards. Each teaching major or field of specialization should consist of a carefully planned pattern of courses and experiences designed to produce the competencies identified by the faculty as necessary for successful teaching at the particular grade levels for which the program is designed: elementary, secondary, or K-12.

3.5.1 AGRICULTURE. The following standards pertain to college programs preparing agriculture teachers.

STANDARD I The program shall assure that practical farm or other agricultural experience is a part of the requirements to be met for completion of the program leading to certification.

STANDARD II The program shall provide a broad understanding of the biological, physical and applied sciences as they relate to practical solutions of agricultural problems.

STANDARD III The program shall provide study of the essentials for production agriculture and the breadth in technical agricultural industry.

STANDARD IV The program shall include a sequence of studies and experiences which provide basic knowledge in areas such as the following:

A. plant science and technology

B. animal science and technology

C. agricultural business management and technology

D. agricultural mechanics science and technology

STANDARD V The program shall provide for specialized preparation for one or more of the following occupational areas:

A. agricultural production and marketing

B. agricultural supplies

C. agricultural products

D. ornamental horticulture

E. agricultural resources

F. natural resource management

G. environmental development

H. forestry

STANDARD VI The program shall provide leadership development, including skills necessary in the development of agricultural youth organizations as a means of teaching leadership skills through study and practice of speech, parliamentary procedure, and group cooperative efforts.

STANDARD VII The program shall provide studies and experiences which enable the prospective teacher to perform the appropriate occupational skills while working with pupils and adults in projects and programs relative to the agricultural instructional areas.

3.5.2 ART. The following standards pertain to college programs preparing art teachers.

STANDARD I The program shall provide the student with opportunities to acquire knowledge, understanding and appreciation of art in contemporary and past cultures with emphasis on the relationship of art to the culture in which it was produced and its influence on subsequent cultures.

STANDARD II The program shall provide for the student's awareness, comprehension and ability to describe, analyze, interpret and evaluate works of art.

STANDARD III The program shall provide opportunities for the student to develop knowledge and understanding of philosophical aspects of the nature of art, its meaning and contributions to the individual and society.

STANDARD IV The program shall develop for the prospective art teacher the ability to work as a professional educator with pupils of all age groups and to aid these pupils by way of the unique qualities of art experience to develop the individualized capacities of:

A. perception - the ability to exercise and refine fundamental and discriminating sensory intake

B. knowledge and understanding - the ability of information, particularly that which is manifest in art forms

C. creation - the ability to produce or create original, expressive art from a variety of media

D. reflection/action - the ability to respond to art, to enjoy it, appreciate it and to assimilate its meaning and presence into an indidivudal life-style that complements society.

STANDARD V The program shall assure that prospective teachers have the ability to create curriculums in art education and that they are competent to guide pupils in a wide variety of art activities.

STANDARD VI The program shall provide for the prospective art teacher to have knowledge and competencies relative to organizing, planning, administering and evaluating a program of art education.

STANDARD VII The program shall develop the student's ability as a producing artist. Basic concepts and skills related to the student's ability to recognize and structure original and expressive art form in a wide variety of media should be emphasized.

STANDARD VIII The program shall provide for the student's knowledge and understanding of technological and safety aspects of studio work.

STANDARD IX The program shall assure that the prospective art teacher has studio experiences related to a variety of art media and that such experience and resulting ability, in breadth and depth, be commensurate with the teacher's personal and professional needs.

STANDARD X The program shall provide opportunities to develop the student's understanding and appreciation of related art areas such as dance, film, music, literature, theatre and practical arts.

3.5.2A BILINGUAL/BICULTURAL TEACHER EDUCATION. The following common standards are appropriate for all college programs preparing teachers in bilingual/bicultural education:

STANDARD I The program shall require that candidates for the bilingual/bicultural certificate possess a standard teacher's credential in another area of certification.

STANDARD II The programs shall develop and/or evaluate the ability of the prospective teacher to function and instruct students both in English and in the language of the target student population with fluency and accuracy, good pronunciation and intonation.

STANDARD III The program shall assure that the prospective teacher has an adequate knowledge of the history and culture of the target student population in addition to being competent with respect to the history and cultural patterns of the United States.

STANDARD IV On the elementary school level the program shall develop in the prospective teacher the ability to instruct students in both English and in their dominant language in all basic subject matter content; on the secondary level the teacher shall be able to instruct students in both English and in their dominant language in his field(s) of specialization.

STANDARD V The program shall prepare the prospective teacher to adapt existing materials to the needs of the bilingual/bicultural program.

STANDARD VI The program shall include learning experiences in sociology and linguistics to the end that the candidate understands the differences between the language systems and can apply this understanding to a bilingual/bicultural teaching situation.

STANDARD VII The program shall provide field opportunities for the prospective teacher in which he must demonstrate his ability to relate successfully to students, parents, and community members with the target cultural group.

STANDARD VIII The program shall develop proficiency in teaching methods along with concomitant competencies which are appropriate for bilingual/bicultural teaching.

STANDARD IX The program shall make the prospective teacher fully aware of the implications of dialect differences across cultural and social levels.

STANDARD X The program shall provide the candidate with an understanding of the differences between the sound systems, forms, structures of the second language and English along with the ability to apply this understanding to te[illegible]ing in the bilingual/bicultural program.

3.5.3 BUSINESS. The following standards pertain to college programs preparing business teachers. Due to breadth and diversity of this area, provision is made for four different specializations: (a) accounting, (b) data processing, (c) marketing, and (d) secretarial.

STANDARD I The program shall include experiences which provide prospective teachers with knowledge of our economic system, business organization, philosophy and objectives of vocational education and occupational technology.

STANDARD II The program shall include studies and provide experiences which develop the following competencies:

A. planning, organizing and administering a program including work experiences

B. developing and understanding concepts of automating data

C. planning for laboratory facilities and equipment

D. developing a knowledge of job requirements and opportunities in business and allied fields

E. developing ability to operate and maintain the more common types of office equipment

STANDARD III The program shall include studies and experiences which develop competencies appropriate to teaching in comprehensive high schools and area vocational-technical schools.

STANDARD IV The program shall include a study of meaningful survey activities, e.g., surveys of business offices and follow-up studies of secondary school graduates to enable teachers to offer current professional information to their students.

STANDARD V The program shall provide prospective business teachers with satisfactory occupational experience in one or more business and other occupations.

STANDARD VI The program shall include studies and experiences which develop competencies in teaching disadvantaged and handicapped persons.

STANDARD VII The program shall develop an understanding of career opportunities in business and office occupations.

STANDARD VIII The program shall develop teaching competencies in the semi-skilled and skilled business education subjects.

STANDARD IX The program shall include opportunities for students to receive specialized competencies in one or more of the following areas of certification. Programs leading to comprehensive business education certificates must include adequate preparation in each of these areas.

A. Accounting

(1) The program shall provide the prospective teacher with a comprehensive understanding of the theories and skills of accounting.

(2) The program shall develop competencies in the art and techniques involved in recording, analyzing, classifying and interpreting data.

B. Data Processing

(1) The program shall require a background in bookkeeping and accounting which includes all knowledge prerequisite to the study of programming.

(2) The program shall provide a knowledge of the features and uses of unit record equipment, and the ability to operate and program such equipment.

(3) The program shall develop the ability to analyze more complicated business problems, program them and interpret the results.

(4) The program shall include the study of, and provide experience in, systems analysis.

(5) The program shall develop an understanding of the basic concepts of computer logic, programming and storage.

C. Marketing

(1) The program shall develop a knowledge of marketing functions, institutions, policies and practices.

(2) The program shall foster an understanding of the role of marketing in the economy.

(3) The program shall provide an insight into consumer motivation and behavior.

D. Secretarial

(1) The program shall develop teacher proficiency in basic secretarial and related office skills.

(2) The program shall develop an understanding of secretarial procedures and relationships of various procedures to job opportunities in the business world.

3.5.3A DISTRIBUTIVE EDUCATION. The following standards pertain to college programs preparing distributive education teachers:

STANDARD I The program shall provide for the development of teaching, services, coordination, research, and leadership competence in purchasing, marketing, merchandising, and management.

STANDARD II The program shall provide experiences for the development of professional competencies to:

A. Plan, develop, and administer a comprehensive program of distributive education, both high school and adult.

B. Organize and utilize a wide variety of methods and techniques for teaching youth and adults.

C. Conduct learning experiences for students with a broad array of abilities and career objectives, and to recognize and respond to individual differences in students.

STANDARD III The program shall provide for a variety of occupational work experiences.

STANDARD IV The program shall provide experiences for developing a knowledge of and involvement in distributive education organizations.

3.5.4 DRIVER EDUCATION. The following standards pertain to college programs preparing driver education instructors.

STANDARD I The program shall require that candidates for the driver education certificate possess a standard teacher's certificate in another area of certification.

STANDARD II The program shall include opportunities for the candidate to experience student teaching in theory classes and behind-the-wheel situations under adequate professional supervision.

STANDARD III The program shall provide the candidate with specific knowledge of administrative procedures, practices and policies required for organizing and operating an approved driver education program.

STANDARD IV The program shall require the knowledge to assess current trends and to know of current materials and innovative methods in driver education.

STANDARD V The program shall develop for the candidate an awareness of the necessity to provide students with the proper attitudes toward safe driving as well as with the required skills of manipulation.

3.5.5 EARLY CHILDHOOD EDUCATION. The following standards pertain to college programs preparing early childhood teachers. This will encompass nursery schools, day care centers, and kindergarten and may or may not overlap the primary grades.

STANDARD I The program shall provide basic knowledge and understanding of growth and development of the child from birth to age eight in physical, social, emotional, and cognitive areas for the purpose of:

- A. identifying typical and atypical behaviors
- B. prescribing and planning programs and activities
- C. evaluating, monitoring, and reporting progress.

STANDARD II The program shall provide opportunities for the development of competencies which will enable children to develop:

- A. positive self-concepts
- B. favorable attitudes toward school and learning
- C. concepts fundamental to academic success
- D. initial skills in the basic process of inquiring, observing, generalizing, experimenting, discovering, and classifying, verifying and quantifying
- E. growth in verbal and non-verbal communication skills in the cognitive, affective and psychomotor areas, in reading readiness and developmental reading
- F. knowledge and understanding of the physical and natural world
- G. appreciation of the aesthetic world
- H. physical skill, motor coordination and knowledge of sound health and safety practices
- I. emotional control and the beginning of self-discipline and self direction
- J. social competency and understanding.

STANDARD III The program shall provide opportunities to administer and organize early childhood programs and to supervise volunteer assistance, para-professionals, and other resources.

STANDARD IV Experiences shall be provided for the development of competencies for working in a wide variety of early childhood programs and physical settings.

STANDARD V The program shall provide opportunities for the development of competencies needed for working with parents, paraprofessionals, and other resources.

3.5.6 ELEMENTARY. The following standards pertain to college programs preparing elementary teachers. College programs for the preparation of elementary school teachers differ in structure and organization. Traditional academic majors in single disciplines alone are frequently too narrow to serve as a basis for the specialized preparation of elementary school teachers. The nature and amount of subject matter required by the college, in addition to the general education program provided for all students, should be determined in relationship to the grade level or subject fields for which the elementary education student is being prepared.

It is possible in a total program to provide preparation for teaching in a self-contained classroom and also to have sufficient upper-division work in one area of instruction to prepare for team teaching or other arrangements for teaching requiring some specialization. Some colleges will make specific provision for the development of a field of specialization in addition to the required background in elementary school subjects. Others will provide a sufficiently large block of electives so that the student may choose either to develop a major in a single field, or to acquire additional depth in several of the elementary school curriculum areas.

However organized, the requirements of the curriculum for elementary school teachers should provide for subject-matter preparation adequate in terms of the functional needs of elementary school teachers. The specialized professional portion of the program shall include the study of methods and materials for the various curriculum areas, in either separate or integrated studies and experiences. The basic responsibility of the teacher for nurturing and guiding the individual child within a social academic framework should be emphasized. The program should provide experiences in observing, evaluating, and prescribing the behaviors and skills which allow the child to attain an awareness of self and to participate as a contributing member of society.

STANDARD I The content to be studied should provide preparation sufficient for a beginning competence in the subject areas normally found in the elementary school curriculum.

STANDARD II The program shall include studies and experiences in the sociological and the behavioral sciences which emphasize the relation of the child to his environment.

STANDARD III The program shall develop understanding of human development and the social, emotional, physical, and health needs of children.

STANDARD IV The program shall develop instructional competence in the use of methods and materials to promote effective pupil language skills of listening, speaking, writing, and reading.

STANDARD V The program shall provide a comprehensive knowledge of literature appropriate for children in the elementary grades, and provide teacher competency in developing children's sensitivity to and enthusiasm for literature.

STANDARD VI The program shall provide knowledge and understanding of the techniques relative to individualized instruction, team teaching and various methods of grouping within a self-contained classroom.

STANDARD VII The program shall provide opportunities for the development of competencies needed for working with parents, paraprofessionals and other resources.

3.5.7 ENGLISH. The following standards pertain to college programs for preparing English teachers.

STANDARD I The program shall include study in the various means of communication such as speaking, listening, reading and writing.

STANDARD II The program shall provide a fundamental knowledge of the historical development and present character of the English language: phonology (phonetics and phonemics), morphology, syntax, vocabulary (etymology and semantics), and metalinguistics (relations or language and society - for example, usage).

STANDARD III The program shall develop a reading background of major works from literature; emphasis on English and American literature; familiarity with outstanding non-English works in English translation; contemporary literature; literature appropriate for adolescents.

STANDARD IV The program shall include opportunities for the prospective teacher to have experiences in the teaching of reading, journalism, dramatics, forensics, radio, television and film study and production.

3.5.8 EXCEPTIONAL CHILDREN. The following standards pertain to college programs preparing teachers of exceptional children. Common standards applicable to all areas of special education are followed by standards for the respective areas. Programs leading to comprehensive certification for teachers of exceptional children shall meet the standards for each of the areas covered by the certificate.

COMMON STANDARDS

STANDARD I The program shall provide an understanding of the types of natures of exceptionalities among children and youth and their educational relevance.

STANDARD II The program shall provide competency in individual and group classroom management procedures appropriate to exceptional children such as:

A. use of diagnostic procedures to identify the learning difficulties of the exceptional child

B. the ability to develop and implement prescriptive programs based on diagnostic findings

C. knowledge of techniques utilized in behavioral control.

STANDARD III The program shall develop social skills and attitudes to enable the prospective teacher to work effectively with other school personnel in coordinated programs for exceptional children.

STANDARD IV The program shall develop the ability to interpret the educational program to parents, teachers, administrators and community groups.

STANDARD V The program shall provide opportunities to observe institutions and facilities concerned with the education, health, and welfare of all types of exceptional children.

STANDARD VI The program shall provide early opportunities for supervised laboratory experiences with exceptional children as one means of determining the candidate's maturity for work with exceptional children.

STANDARD VII The program shall encourage student affiliation with appropriate professional groups, and create an awareness of the referral agencies available for aid to exceptional children.

STANDARD VIII The program shall provide for developing in the prospective teacher competence in planning and conducting wide varieties of learning experiences for individuals and groups.

SPECIALIZED STANDARDS

The program shall require in-depth study and experience which developes reasonable competence in one or more of the following specialized areas of concentration.

A. Emotionally Disturbed

STANDARD I The program shall provide the prospective teacher with the theoretical bases of counseling and psychotherapy and with depth studies in emotional and social problems.

STANDARD II The program shall provide for the development of specific teaching techniques for the diagnosis and remediation of learning problems caused by maldevelopment of personality as manifested by a variety of symptoms and problems, such as adjustment reactions of childhood, conduct disorders, neuroses, character disorders and psychoses.

STANDARD III The program shall develop for the prospective teacher an awareness of the significant role of parents and the influences of the total environment of the pupil.

STANDARD IV The program shall provide the prospective teacher with knowledge of the results of research in the area of emotional disturbance and closely allied fields.

B. Hearing Impaired

STANDARD I The program shall assure teacher competencies in management of pupils with speech and hearing disorders, including diagnosis and evaluation, therapeutic methods and materials.

STANDARD II The program shall provide study in audiometry and hearing rehabilitation, including studies in hearing problems and testing of hearing.

STANDARD III The program shall develop competencies in auditory training and speech reading, speech for the acoustically handicapped and in working with the deaf.

STANDARD IV The program shall provide opportunities to observe procedures of diagnosis and case management by qualified clinicians.

STANDARD V The program shall develop therapeutic skills and judgments and provide opportunities to perform therapeutic services under supervision.

C. Mentally Retarded

STANDARD I The program shall provide the prospective teacher with knowledge related to the needs of the mentally retarded, knowledge of programs and procedures for working with the mentally retarded and professional laboratory experiences with mentally retarded children.

STANDARD II The program shall include studies and experiences which will provide the prospective teacher with knowledge of the following:

(a) etiology of mental retardation
(b) characteristics of mentally retarded and classification and diagnosis
(c) social control and adjustment of the mentally retarded
(d) information about the educational processes of the trainable and educable mentally retarded
(e) interpretation of psychological tests
(f) screening and selection of children for class placement
(g) curriculum development, methods, materials and special teaching techniques
(h) problems related to integration of mentally retarded students into general school organization.

STANDARD III The program shall provide both the educable and trainable aspects of mental retardation and allow for emphasis in one of these.

D. Physically Handicapped

STANDARD I The program shall prepare the prospective teacher to provide learning environments for children who are medically defined as physically handicapped who have other health problems; or who have central system disorders that place them within a definition of chronic conditions.

STANDARD II The program shall provide understandings and knowledge of the special problems and processes of assessing physically handicapped and shall emphasize the effects that the physical handicap has on the learning processes and the diagnostic procedures to be used in the teaching role.

STANDARD III The program shall provide experiences to develop competencies in curriculum development and special methodolgies relative to children who may be minimally or multiply handicapped.

E. Visually Impaired

STANDARD I The program shall provide study of the anatomy and physiology of the eye and knowledge of the symptoms and diagnosis of partial vision and total loss of sight.

STANDARD II The program shall provide knowledge of local, state and national facilities for serving the visually handicapped and the blind and knowledge of the provisions available for the partially seeing child.

STANDARD III The program shall provide knowledge of common plans of organization and current facilities for serving partially seeing children, and the principles of preparation, selection and effective use of appropriate instructional materials.

STANDARD IV The program shall develop teacher competencies to solve the problems of adaptation of school environments to meet the needs of partially seeing children.

STANDARD V The program shall develop teacher competencies with teaching methods applied to the special needs and capabilities of partially seeing and blind children, and study and experience in testing programs and their interpretations.

F. Learning Disabilities

STANDARD I The program shall assure that the graduate will have knowledge of learning theory as well as educational psychology and shall have orientation in psychological testing and in diagnosis and correction of learning disabilities.

STANDARD II The program shall require competence in the areas of education of those with learning disabilities such as dyslexia, perceptual handicaps, brain injury, minimal brain dysfunction, and developmental aphasia, remediation in basic skills; teaching of reading; and curriculum development for teaching of students with learning disabilities.

STANDARD III The program shall provide for adequate understanding of group dynamics, interviewing and counseling and for knowledge of community resources.

STANDARD IV The program shall assure that the prospective learning disabilities teacher-consultant shall have had adequate experiences professionally supervised with pupils, teachers and administrators to serve completely in this area. The practicum shall be properly planned and professionally supervised of adequate duration to prepare the graduate for working in this field.

G. Speech Correction

STANDARD I The program shall provide knowledge of the study of normal speech, typical and common speech defects and basic techniques for their prevention and correction.

STANDARD II The program shall provide knowledge of the etiology and treatment of the more severe speech deviations, such as articulation, stuttering, voice, organic and symbolization disorders.

STANDARD III The program shall provide knowledge of phonetics and language development.

STANDARD IV The program shall provide knowledge of physiological, psychological and social foundations of speech and hearing disorders including anatomy, physiology and function of auditory and speech mechanisms.

STANDARD V The program shall provide study in audiometry and speech reading and speech for the acoustically impaired.

STANDARD VI The program shall provide opportunities to observe procedures of diagnosis and case management by qualified correctionists.

STANDARD VII The program shall develop skills and judgments and provide opportunities to perform under supervision with the equipment essential for the conduct of speech correction.

3.5.9 FOREIGN LANGUAGES. The following common standards are appropriate for all college programs preparing teachers in modern or classical languages.

STANDARD I The program shall include work in phonology, conversation, grammar and composition, linguistics (applied to the specific language or applied to foreign languages as a whole) and literature.

STANDARD II The program shall prepare the prospective teacher to be proficient in:

A. the ability to understand conversation at normal tempo, lectures and news broadcasts

B. the ability to talk with a native with a command of vocabulary and syntax sufficient to express his thoughts in conversation at normal speed with reasonably good pronunciation

C. the ability to read with immediate comprehension prose and verse of average difficulty and mature content

D. the ability to write a simple "free composition", (such as a letter or message) with clarity and correctness in vocabulary, idiom and syntax

E. an understanding of the differences between the sound systems, forms, structures of the foreign language and English and ability to apply this understanding to modern foreign language teaching

F. an awareness of language as an essential element of culture, an understanding of the principal ways in which the foreign culture differs from our own, first-hand knowledge of some literary masterpieces and acquaintance with the geography, history, art and social customs of the foreign people

G. a knowledge of the present-day objectives of foreign language teaching as communication, and an understanding of the methods and techniques for attaining these objectives

H. a knowledge of the use of specialized techniques, such as educational media, the relation of modern foreign language study to other areas of the curriculum and the ability to evaluate the professional literature of foreign language teaching.

STANDARD III The program shall include a study of the literature, history, geography and contemporary civilizations of the appropriate country or countries.

STANDARD IV The preparation of teachers of classical languages will follow the preceding standards except that the emphasis will be on appreciation of the language and gaining control of its sounds, structure, and vocabulary rather than on conversational objectives.

3.5.10 HEALTH. The following standards pertain to college programs preparing health teachers.

STANDARD I The program shall provide knowledge and understanding of the aims and objectives of health education in the schools.

STANDARD II The program shall provide basic knowledge of the biological sciences which primarily deal with man and his quest for a quality life. More specifically knowledge and understanding should be acquired in human physiology and anatomy, basic body chemistry, bacteriology, genetics, and ecology.

STANDARD III The program shall provide basic background studies in the behavioral and social sciences pertinent to the study of health.

STANDARD IV The program shall provide prospective teachers with a communicative understanding and awareness of:

A. personal health and physical fitness including basic understanding of the body and its vital organs.
B. community and environmental health including sanitation and pollution.
C. nutrition including weight control, food fads, and diet supplements.
D. emotional and mental health.
E. physical, social and emotional health hazards of drugs, alcohol, and tobacco.
F. the understanding of the physical and emotional aspects of sex.
G. communicable diseases (including venereal disease), body defenses, and immunization programs.
H. basic understanding of common physical and mental exceptionalities and degenerative diseases.
I. consumer health including selection of health products, and professional services; quackery; and evaluation of advertising.
J. first aid and emergency care.
K. safety including outdoor, water, home, industrial and traffic.

STANDARD V The program shall provide prospective teachers with competency in developing, promoting and implementing a school health environment and cooperative relationships with voluntary, community and other official health agencies.

3.5.11 HEALTH AND PHYSICAL EDUCATION. The following standards pertain to college programs preparing health and physical education teachers in some arrangement of a comprehensive program.

STANDARD I The program shall provide knowledge and understanding of the aims and objectives of health education and physical education in the schools.

STANDARD II The program shall provide basic knowledge in the sciences with sufficient preparation for understanding the structure and function of the human body, including an understanding of the principles of human physiology and anatomy, basic body chemistry, bacteriology, genetics, and ecology.

STANDARD III The program shall provide the basic background studies in the behavioral and social sciences pertinent to health and physical education.

STANDARD IV The program shall provide understanding of skills and the capability to lead students in a wide variety of physical activities such as fundamental skills and exercises, gymnastics, individual and dual sports, team sports and games, mass games and activities, rhythms and dance, camping and outdoor recreation.

STANDARD V The program shall provide for knowledge and competencies relative to organizing, planning, administering and evaluating a total program of physical education.

STANDARD VI The program shall provide prospective teachers with a communicative understanding and awareness of:

A. personal health and physical fitness including basic understanding of the body and its vital organs.
B. community and environmental health including sanitation and pollution.
C. nutrition including weight control, food fads, and diet supplements.
D. emotional and mental health.
E. physical, social and emotional health hazards of drugs, alcohol, and tobacco.
F. the understanding of the physical and emotional aspects of sex.
G. communicable diseases (including venereal disease), body defenses and immunization programs.
H. basic understanding of common physical and mental exceptionalities and degenerative diseases.

I. consumer health including selection of health products and professional services; quackery; and evaluation of advertising.
J. first aid and emergency care.
K. safety including outdoor, water, home, industrial and traffic.

STANDARD VII The program shall provide prospective teachers with competency in developing, promoting and implementing a school health environment and cooperative relationships with voluntary, community and other official health agencies.

3.5.12 HOME ECONOMICS. The following standards pertain to college programs preparing home economic teachers.

STANDARD I The program shall provide basic information and experiences in child development and child care; educating the individual for family living; and the family in the community and cultural setting.

STANDARD II The program shall provide for understanding in the selection, preservation, preparation, and utilization of food for the nutrition of individuals and families.

STANDARD III The program shall provide an understanding of sociological and psychological factors involved in the selection and buying of clothing for the individual and family; with emphasis on wardrobe planning, consumer skills, fitting, care, basic construction of clothing for all family members, and textiles for the home.

STANDARD IV The program shall provide understanding of the selection, buying, and care of the home and its furnishings with emphasis on meeting the needs for shelter for the family.

STANDARD V The program shall provide for knowledge and experience in home management and family economics to achieve individual and family goals at the various stages of the life cycle.

3.5.13 INDUSTRIAL ARTS. The following standards pertain to college programs preparing teachers of industrial arts.

STANDARD I The program shall prepare students to: (a) teach a general industrial arts course offering instruction in the main divisions of industrial arts subject matter, and (b) to teach a general unit-type laboratory or shop in one of the main divisions of industrial arts subject matter.

STANDARD II The program shall provide for the study of the philosophy, principles, and methods of industrial arts in elementary, secondary, adult, and collegiate schools.

STANDARD III The program shall provide a fundamental knowledge of the historical development of technology and its impact on man and society.

STANDARD IV The program shall insure technical competencies in the following:

A. Drafting: learning activities concerned with communicating ideas or illustrations graphically.

B. Electricity-electronics: study of technology involved in the industrial uses of electrical energy including the theory, applications, and control of electrical energy.

C. Graphic arts: learning experiences concerned with the tools, materials, and processes used in the printing industries (study of the technical aspects of printing, related occupations, management problems, and the consumer-printing industry relationships).

D. Manufacturing and construction industries: studies of the technological achievements concerned with methods and processes used in manufacturing articles for mass consumption. These studies shall be concerned with the industry, technology, and products derived from such materials and processes as ceramics, crafts, metals, plastics, textiles, and woods.

E. Power and transportation: study of the technology involved in harnessing and controlling power, including its source, generation, and transmission, and the use of powered devices and vehicles.

STANDARD V The program shall provide for the study of industrial problems, including provisions to make independent investigations of the origins and evolution of present industrial conditions.

STANDARD VI The program shall provide opportunities to design, construct, and test individual projects.

3.5.14 INSTRUCTIONAL MEDIA. The following standards pertain to programs preparing instructional media specialists. The instructional media specialist is concerned with the improvement of the learning processes and instruction through the use of appropriate instructional media by teachers and pupils. The specialist provides the philosophical and technical consultative services to assure more effective use of available media.

STANDARD I The program shall provide studies and experiences which will increase the candidate's ability to:

A. evaluate the learners' instructional media requirements

B. write measurable behavioral objectives for intended learnings

C. identify learning strategies of pupils.

STANDARD II The program shall assure specialist competencies in production techniques, operational techniques, organization of programs and administrative-supervisory practices related to instructional media services for a school or school system.

STANDARD III The program shall provide college supervised practicum experiences in a school media program.

STANDARD IV The program shall include studies and experiences in group processes which develop leadership techniques for working with teachers, pupils and administrative-supervisory personnel.

STANDARD V The program shall assure increased comprehension of the principles of curriculum, and the application of instructional media techniques to the curriculum.

STANDARD VI The program shall provide studies and experiences that develop a knowledge of effective media unique to specific minority groups in our pluralistic culture.

STANDARD VII The program shall assure completion of supervised school experiences in the various roles of a classroom teacher and instructional media specialist.

3.5.15 SCHOOL LIBRARIAN. The following standards pertain to college programs for the preparation of school librarians.

STANDARD I The program shall provide growth opportunities to assure that candidates acquire a broad cultural and intellectual background.

STANDARD II The program shall provide for learning experiences in:

A. Analysis of nature and content of instructional materials

B. Methods of selecting and evaluating materials through study of individual media as well as through cross-media study by curriculum unit or grade level

C. Methods of utilization of materials to support curriculum and meet student needs

D. Methods of production of appropriate instructional materials including actual laboratory experience

E. Processes for the organization and maintenance of materials and equipment.

STANDARD III The program shall require practicum experiences in a school library.

STANDARD IV The program shall provide experiences and understandings in the expansion services, including extending use of the library, television, microfilm, and other forms of technology as may become appropriate for school library use.

3.5.17 MATHEMATICS. The following standards pertain to college programs preparing mathematics teachers.

STANDARD I The program shall consider the sequential nature of mathematics and shall provide the prospective teacher an understanding of some of the aspects of mathematics which his pupils will meet in subsequent courses.

STANDARD II The program shall develop the capacity and disposition for continued learning in mathematics and shall include studies and experiences which are relevant to the school curriculum, e.g., algebra, geometry, trigonometry, analytic geometry, calculus, probability and statistics.

STANDARD III The program shall assure knowledge by the prospective teacher of curriculum improvement studies in mathematics currently being made by various national groups.

STANDARD IV The program shall provide opportunities to gain insight into the intellectual and philosophical nature of mathematics and knowledge of ways to apply the principles of mathematics to other disciplines, e.g., logic, science, psychology, economics.

STANDARD V The program shall relate mathematics through technology to social conditions and develop for the prospective teacher an understanding of the historical relationships of mathematics to the culture in which it existed or exists.

STANDARD VI The program shall develop the ability to select, adapt, evaluate, and use strategies and materials for teaching mathematics, provide laboratory experiences in working with pupils of both high and low academic abilities and shall develop the ability to teach computational as well as abstract mathematics.

STANDARD VII The program shall include a substantial experience in the field of computing as it relates to mathematics and to the teaching of mathematics.

STANDARD VIII The program shall provide substantial experience with mathematical model building.

3.5.16 MAT-TYPE PROGRAMS. The following standards pertain to graduate programs for graduates of college studies other than education who are seeking to qualify for an initial regular teaching certificate. The programs may provide teacher education for any of the instructional areas of certification.

STANDARD I The program shall provide for selection procedures which emphasize the scholarly and personality qualifications of the candidates.

STANDARD II The program shall develop the competencies normally acquired in undergraduate teacher education programs meeting these Standards in the appropriate area of certification.

STANDARD III The program shall provide individualized scheduling appropriate to varied student backgrounds.

STANDARD IV The program shall provide content and procedure at a level of quality appropriate for college graduates.

STANDARD V The program shall include appropriate student teaching or college-supervised internship experiences equivalent to or exceeding those normally required in undergraduate programs.

STANDARD VI The program leading to a master's degree shall develop teacher competencies at least equivalent to those anticipated at the conclusion of a bachelor's degree program in the field of education.

3.5.18 MUSIC. The following standards pertain to college programs preparing K-12 teachers for both vocal and instrumental music.

STANDARD I Demonstrated achievement of musical and teaching competencies shall be required for completion of the program.

STANDARD II The program shall provide a prospective teacher with knowledge of the structural elements of music. The prospective teacher should demonstrate competency in music theory including:

A. ear training (sight singing and diction)

B. harmony (part-writing, keyboard harmony and improvisation, composition)

C. form and analysis

D. instrumental and/or vocal arranging.

STANDARD III The program shall assure competencies in rehearsing and conducting choral and instrumental ensembles, with adequate knowledge of vocal and instrumental techniques commonly used in school courses, bands and orchestras.

STANDARD IV The program shall prepare the student to perform publically in a major applied area in accordance with terms of musical and technical standards established by the college.

STANDARD V The program shall provide sufficient experiences for the student to demonstrate piano facility as follows:

A. ability to sight-read songs of the type found in a songbook

B. ability to harmonize at sight, improvising a simple piano accompaniment for songs requiring the use of I, IV, V chords and some simple modulations, and to transpose the songs and harmonizations to other keys

C. ability to fluently sight-read simple accompaniments to vocal or instrumental solos and simple piano compositions of the type used for school rhythmic activities.

STANDARD VI In relation to vocal music the program shall describe the standards and methods by which the tone quality and knowledge of tone production of the prospective teacher are evaluated.

STANDARD VII The program shall provide opportunities for the prospective music teacher to have performance experiences on a representative instrument of each of the string, brass, woodwind and percussion families, resulting in a functional knowledge of each. Teaching and basic performance ability on all band and orchestral instruments should be required for instrumental majors.

STANDARD VIII The program shall provide knowledge and understanding of music history and literature with emphasis on the relation of music to other arts and humanities in contemporary and past cultures.

STANDARD IX The program shall provide professional laboratory experiences with pupils of elementary and secondary levels in both classroom music and performance-organization teaching, vocal and/or instrumental.

STANDARD X The program shall develop a knowledge of a comprehensive program of music based upon sound philosophy and an understanding of what music to teach and how to teach it at any level. In addition, the program should include procedures in organizing a comprehensive music curriculum for a school or school system.

3.5.19 SCHOOL NURSE. The following standards pertain to college programs preparing the school nurse. Standards applicable to the school nurse may or may not require the bachelor's degree depending on individual state requirements. The general and professional education requirements do not apply in this case as the basic preparation is for nursing.

STANDARD I The program shall have as a prerequisite that the applicant shall be a Registered Nurse licensed to practice professional nursing in the state in which the program is approved.

STANDARD II The program shall provide for study, experience and the development of competencies in:

A. Organization and administration of school nursing services including health problems, health concern and needs of children and youth, responsibilities of the school nurse, pupil health appraisal techniques, and the place of the school nurse in the school curriculum

B. Organizing, directing, and evaluating basic health examinations such as sight tests and auditory tests

C. Understanding mental health including: mental retardation, perceptual handicaps, emotional disorders, health guidance and counseling, and learning problems

D. Family case work including analysis of family health and social problems, interrelationships, types and functions of community agencies

E. The study of man and his environment including adaptation to technological, cultural, and social change.

STANDARD III The program shall provide for field experience in school nursing, including a professionally supervised practicum in a school setting.

3.5.20 PHYSICAL EDUCATION. The following standards pertain to college programs preparing physical education teachers.

STANDARD I The program shall provide a knowledge of the aims and objectives of physical education in schools, and the competence to provide appropriate learning experiences.

STANDARD II The program shall provide basic knowledge in the sciences with sufficient preparation in the biological sciences for understanding the structure and function of the human body, including an understanding of the principles of human movement.

STANDARD III The program shall provide understanding of skills and capabilities to lead students in a wide variety of physical activities such as fundamental skills and exercises, gymnastics, individual and dual sports, team sports and games, mass games and activities, rhythms and dance, camping and outdoor recreation.

STANDARD IV The program shall provide for knowledge and competencies relative to organizing, planning, administering and evaluating a total program of physical education.

The following competencies are illustrative:

A. relate physical education as a part of the total education program

B. select, purchase, care and maintain facilities, equipment and supplies

C. organize and administer intramural, recreational and interscholastic programs

D. select and use appropriate evaluative techniques of student performance

E. relate principles, standards and procedures of safety

F. possess techniques of good public relations in interpreting the health and physical education program

G organize and administer programs for atypical students

H. possess knowledge of legal liability and insurance aspects

I. possess knowledge of first aid and athletic training methods and techniques.

3.5.21 SCIENCE. The following standards pertain to college programs preparing science teachers.

It is not necessary that all colleges adopt a uniform pattern of organization for providing the subject matter preparation for the science teacher. Some institutions with a divisional organization may offer a curriculum for the preparation of science teachers through a single division. Others, with a departmental pattern of organization, may offer individual teaching majors through separate science departments, such as physics, chemistry, biology, etc. Whatever the type of organization, the subject matter portion of the teacher's preparation should constitute a pattern carefully planned in accordance with the following Standards:

STANDARD I The program shall require the prospective teacher to attain broad minimum competencies in several fields of science and technology and high levels of competence in an appropriate teaching specialty. The program shall provide for the attainment of:

A. At least minimum specified levels of competency in the processes of science common to the several disciplines.

B. At least minimum specified levels of competency in the concepts and principles in several areas of science.

C. A specified high level of competence in a specialized field in order to be prepared to teach in that field with courses and experiences chosen for their relevance to the high school curriculum.

STANDARD II The program shall provide teachers with the knowledge and experience to illustrate the cultural significance of science, to relate science through technology to social conditions, and to apply the analytical methods of science in multidisciplinary approaches to studying and solving societal problems.

STANDARD III The program shall provide opportunities for prospective teachers to gain insight into the intellectual and philosophical nature of science and mathematics.

STANDARD IV The program shall develop the capacity and the disposition for continued learning in science and in the teaching of science subjects.

STANDARD V The program shall include work in areas related to the subjects to be taught with at least minimal competency in mathematics.

STANDARD VI The program shall provide experiences that will enable the prospective teacher to learn about the nature of learning, conditions that help young people learn, and how to maintain a proper learning environment.

STANDARD VII The program shall develop the ability of the future teacher to select, adapt, evaluate and use strategies and materials for the teaching of science or mathematics so that teaching-learning situations for which he is responsible will be consistent with general knowledge about teaching and learning and will be appropriate both to the special needs of the learners and to the special characteristics of the science disciplines or the interdisciplinary problem.

STANDARD VIII The program shall emphasize the processes used in investigating scientific phenomena and those used in communicating the findings of such investigations to other science students and to the general public.

STANDARD IX The program shall take into account the recommendations for curriculum improvement currently being made by various national scientific groups, and incorporate, as well, new teaching strategies that research demonstrates are effective.

STANDARD X Programs leading to a comprehensive science certificate shall assure knowledge of the basic principles of biology, chemistry, physics, and earth and space science and provide opportunity for depth of preparation in one of these areas.

SPECIALIZED STANDARDS

Biology

STANDARD I The program shall include study and experiences with emphasis on the actual living materials through laboratory and field experiences which promote investigation, inquiry and experimental methods.

STANDARD II The program shall assure knowledge of the significant biological phenomena as they appear in microorganisms, plants and animals, and the relation of these phenomena to the broad areas of biology.

STANDARD III The program shall develop for the prospective teacher knowledge of the interrelationship of living organisms with their physical and biotic environments.

STANDARD IV The program shall assure knowledge of the characteristics of living organisms in terms of maintenance, regulation, behavior, reproduction, genetics, development, evolution and systematics.

STANDARD V The program shall provide studies and experiences in areas which emphasize the relationships with biology, such as chemistry (including introduction to organic and biochemistry), physics, paleontology, behavior and mathematics.

STANDARD VI The program shall provide opportunities for the prospective teacher to design, develop and evaluate effective laboratory activities using the special skills and techniques with equipment, facilities and specimens.

STANDARD VII The program shall assure competency in organizing, presenting, and evaluating subject matter content in ways which provide for optimal learning.

Chemistry

STANDARD I The program shall provide a systematic and quantitative study of fundamental principles of chemistry, interrelated and illustrated with suitable descriptive and historical material.

STANDARD II The program shall assure competency in organizing, presenting and evaluating subject matter content in a manner which develops the understanding by pupils of the appropriate concepts of chemistry.

STANDARD III The program shall assure competency in providing meaningful pupil learning experiences in organic, inorganic, analytical and physical chemistry.

STANDARD IV The program shall include studies and experiences which develop for the prospective teacher basic knowledges in physics, biology and mathematics, including a working knowledge of calculus.

STANDARD V The program shall provide the prospective teacher with the laboratory skills necessary to design experiments and develop demonstrations which are adjuncts to science methods courses.

Earth and Space Science

STANDARD I The program shall assure preparation in mathematics and the basic sciences (biology, chemistry and physics), and a concentration in one of the earth and space sciences (astronomy, geology, meteorology and/or oceanography) with supporting work in the other three. A major in the broad field of the earth and space science is recommended.

STANDARD II The program shall prepare the prospective teacher to view and present earth science as an interdisciplinary science involving the study of the lithosphere, atmosphere and hydrosphere and their relationship to man's environment.

STANDARD III The program shall place emphasis on field work, assuring a mastery of technique in using the local environment as a laboratory in addition to laboratory demonstrations, experimentation and research.

STANDARD IV The program shall assure competency in organizing, presenting, and evaluating subject matter content in ways which provide for optimal learning.

General Science

STANDARD I The program shall assure knowledge of the basic principles of biology, chemistry, physics and earth and space science with concentrated study in one of the areas.

STANDARD II The emphasis of the program shall be on breadth rather than on depth including interrelationships among the sciences and the history and philosophy of science.

STANDARD III The program shall include laboratory experiences in working with junior high school pupils. Where possible, student teaching should be experienced in a junior high school.

STANDARD IV The program shall assure that the prospective teacher will be competent to provide pupil learning activities which will aid in the transition from the generalized science offerings of the elementary school to the relatively specialized offerings of the senior high school.

STANDARD V The program shall assure that the prospective teacher will be competent in the use of teaching aids and laboratory equipment of all science fields which are appropriate for the junior high school level and/or the middle school level.

STANDARD VI The program shall assure a knowledge of the current curriculum studies in the various science fields, with emphasis on those curricular studies related to the junior high school level.

Physical Science

STANDARD I The program shall provide for experiences in chemistry and physics in near equal proportions.

STANDARD II In addition, the program shall provide for experiences in at least three of the following disciplines: astronomy, biology, geology, meteorology, and physical geography.

STANDARD III The program shall assure that the student has developed a working knowledge of calculus.

STANDARD IV The program shall provide for laboratory experience in chemistry and physics as well as in one other science area.

STANDARD V The program shall provide for an understanding of the integration of the physical sciences and the implications of the various sciences for contemporary society.

STANDARD VI The program shall assure competency in organizing, presenting, and evaluating subject matter content in ways which provide for optimal learning.

Physics

STANDARD I The program shall provide a systematic and quantitative study of the fundamental topics of physics, interrelated and illustrated with suitable descriptive and historical material.

STANDARD II The program shall emphasize mathematical preparation concurrently with the preparation in physics.

STANDARD III The program shall assure competency in organizing, presenting, and evaluating subject matter content in a manner which enhances the development by secondary school pupils of appropriate concepts in physics.

STANDARD IV The program shall assure the competency of prospective teachers to provide pupils learning experiences in basic principles of the physics areas of classical, atomic and nuclear physics

STANDARD V The program shall include studies and experiences which develop for the prospective teacher basic knowledges in biology, chemistry, and mathematics including an introduction to differential equations.

STANDARD VI The program shall provide the prospective teacher with the laboratory skills necessary to design, develop, and evaluate effective laboratory activities using and providing proper maintenance of appropriate equipment.

3.5.22 SOCIAL STUDIES. The following standards pertain to college programs preparing social studies teachers.

The curriculum for the preparation of social studies teachers has as its general objective the attainment of a broad understanding of human society and the environmental and cultural factors which shape and condition human life. Insight into the complexities of modern society requires knowledge and understanding of all the social studies.

The social studies program as carried out in the different states usually follows one of two patterns. It may follow the subject-major pattern emphasizing one or more areas of the social studies, supplemented by work in cognate areas. This prepares the student to teach the specified subjects in accordance with the limitation of the program completed. Or, the program may follow the comprehensive-major pattern, embracing a broad base of social studies including history, sociology and cultural anthropology, government, economics, and geography, with a concentration in one field. This prepares the student to teach in any of the social studies offered in the public school curriculum. Curriculums leading to a certificate in a discrete subject (history, political science, et al) must meet the appropriate section of STANDARD I and also STANDARDS II through VII.

STANDARD I The program shall include educational experiences in the social studies:

A. History: Origin and historical development of various cultures throughout the world; interplay of physical, economic, political, and social forces in the shaping of world civilization; meaning of the American heritage; and the economic political, and social background of contemporary American life in a world setting.

B. Political Science: Nature of government in modern society as a supplier of essential service, the embodiment of values, and the arbiter of interest conflicts principles and practices of the national, state and local units of American government as compared with other forms of government; and appreciation of democracy not only as a form of government, but also as a conviction based on moral principles and a philosophy of life.

C. Economics: Principles and processes underlying current problems and practices in various economic systems; application of social controls to economics and the regulation of economic controls by government.

D. Sociology and Cultural Anthropology: Diverse behavior of peoples in different parts of the world and the influence of environmental factors on their cultural values; nature of great social upheavals now taking place in various parts of the world; and major social problems of American society such as those relating to minority groups, health and medical care, employment and industrial relations, crime and delinquency.

E. Geography: The earth's natural resources as a limiting and conditioning influence upon the development of human culture and as a source of political and economic power; more efficient use of natural resources on a global scale.

STANDARD II The program shall include studies which illustrate the possibilities for interdisciplinary cooperation and reciprocal reinforcement among the various social studies.

STANDARD III The program shall include the structure, key concepts, methodology and generalizations in the various social studies.

STANDARD IV The program shall assure experience with and understanding of the approaches and materials of the new social studies curriculum projects.

STANDARD V The program shall include content and experiences which provide a knowledge and understanding of the contributions and roles of all racial, ethnic and religious groups.

STANDARD VI The program shall provide the prospective social studies teacher with experiences in the effective use of multi-media resources to provide a variety of learning experiences geared to various levels of student experience and ability.

STANDARD VII The program shall assure that the prospective social studies teacher has a knowledge of current affairs including controversial issues and has acquired teaching strategies for their effective use in the classroom.

3.5.23 SPEECH ARTS. The following standards pertain to college programs preparing speech arts teachers.

STANDARD I The program shall provide for competencies in the areas of speech fundamentals, public address, oral interpretation, dramatics and simple speech problems.

STANDARD II The program shall provide for the development of personal proficiency in oral communications.

STANDARD III The program shall include experience with dialects and other regionalisms regarding their origin, development, and place in contemporary culture.

3.5.24 VOCATIONAL EDUCATION. The following standards pertain to college programs preparing teachers in occupational areas. This includes a variety of programs for teachers of occupational areas not normally provided for under established programs included elsewhere in this document. Teacher preparation for many such occupational areas may not require the baccalaureate degree as a prerequisite for beginning to teach in such areas. The Basic Principles and Standards (Purposes and Objectives, Organization and Administration, and Student Personnel Program) which are applicable to the other teacher education programs are applicable here.

STANDARD I Due to the nature of this program, admission to the instruction and to the program of teacher education are simultaneous and will have common requirements. Competency in the appropriate occupational field is frequently a prerequisite for admission into an occupational education program. When the student is admitted to the occupational education program without appropriate occupational training and/or work experience, the institution must arrange such vocational training and/or supervised work experience as part of the program.

STANDARD II The general education requirements shall be based on studies which include the humanities, mathematics, natural sciences, social sciences, and behavioral sciences and be designed to acquaint the learner with the areas of human experience to which he has not yet been exposed.

STANDARD III The professional education program in occupational areas shall allow for appropriate modification from the requirements described in this document. When a vocational teacher begins to teach without student teaching, it is essential that his program include college supervision on-the-job during his first year of teaching.

3.6 Programs for Teachers Developing Qualifications in Additional Teaching Fields. These programs are designed for teachers holding at least an initial regular teaching certificate who desire to develop competencies in a different teaching field.

STANDARD I The program should be designed to produce competencies at least equivalent to those developed by programs approved as meeting the standards for basic programs in the teaching field as outlined above.

STANDARD II When deemed necessary, appropriate laboratory experiences should be provided under the jurisdiction of the college or university.

Chapter IV

CURRICULUM PRINCIPLES AND STANDARDS: ADVANCED PROGRAMS

4.1 Program Development, Planning and Patterns. This chapter deals with standards for the wide variety of programs of post-baccalaureate study, including advanced study for classroom teachers, administrators, supervisors, and other educational specialists. In reviewing such programs, the appropriateness and the quality of instruction of all courses, both academic and professional, are of concern.

STANDARD I Responsibility for assuring the quality of the various programs of advanced study in education within an institution should be centralized: vested in a single specifically designated administrative unit. Although aspects of this responsibility may be shared with appropriate units or committees, top responsibility should be unified, specific, widely understood, and generally accessible. The assurance of the quality of programs is the essential value involved.

In consequence, the provisions for communication, cooperation, and deliberate coordination should be abundantly clear in institutions operating several programs. Data should be available to indicate the objectives being served, the unique and cooperative program provisions, and the means of program evaluation. Furthermore, evidence concerning such evaluation should be accessible. Those institutions offering both graduate and undergraduate programs should maintain consistency in philosphy, principles, and objectives upon which teacher education programs are based.

The state legal agency is responsible for stimulating the development of objectives by all concerned, for developing legal policies, and for evolving and carrying out appropraite procedures for accrediting institutions and certifying teachers. The institutions should be responsible for designing actual programs within the meaning and scope of such objectives and policies.

STANDARD II All programs beyond the baccalaureate for educational personnel should include the following common development and planning areas:

A. Program objectives should be stated specifically, and an outline of each program should be published giving evidence of the program's provision for achieving its objectives. When two or more related kinds of student objectives are served within one broad program, the provisions for achieving each should be made clear.

B. Both specialization and advanced study require penetration beyond that achieved in general or undergraduate education. Planning should make clear the provisions for assuring scholarship in depth appropriate to the announced level. Each program should clearly provide for maintaining an appropriate quality of scholarship.

C. Programs should provide sufficient breadth of coverage to enable the student to develop supporting and related competencies and insights in addition to a major emphasis.

D. Each advanced study and specialization program should be supported by adequate resources of staff, equipment, special facilities, library, and general institutional backing to provide maximum quality in each program.

E. Curriculums designed for the development of initial competence in teaching or in an area of educational specialization should include a program of college-supervised practical experience in the functions for which the student is being prepared. This program should be designed both to develop competence and to serve as a basis for evaluating the student's performance and for recommending him for appropraite certification and/or a master's degree. Adequate time for both on-campus and off-campus experiences should be provided to meet these objectives.

F. Programs should provide experience that will foster continuous growth in those human qualities of the student that will enhance communications with teachers, administrators, parents, and the community.

G. Each program should have sufficient flexibility to permit adaptation to the individual backgrounds and objectives of the students.

H. Institutions should be responsible to the State certification agency for evaluating and recommending their graduate students with reference to their special competencies in terms of specific program objectives.

STANDARD III The application of operating controls should be such as to guarantee the integrity of each program and should include:

A. An advisory system for advanced study programs which (1) reflects attention to individual student potentialities, (2) utilizes all instructional resources, and (3) recognizes the rapid growth of knowledge

B. Selective admission and retention procedures to maintain a quality of students in each program appropriate to its objectives

C. Student evaluation and degree requirements supporting the admission and selective retention procedures in harmony with program objectives and over and above general institutional requirements.

D. Program evaluation procedures assuring continued professional appraisal and improvement

E. Residence requirements academically appropriate to the objectives of the programs in which they apply

F. Internal provisions giving evidence of harmony between objectives and prerequisites, to the effect that such prerequisites and program provisions together shall form a consistent and interrelated whole.

4.2 Advanced Programs for Teachers Holding Initial Regular Certificates. These are mastery programs in their teaching fields for persons already holding initial regular elementary, secondary, or ungraded subject certificates.

STANDARD I Admission to such programs should be open to persons who already hold the initial regular teaching certificate in the teaching field. The emphasis, in both content and rigor, should be on advanced study.

STANDARD II Content should provide for breadth in the field, for the detailed study of one or more specialized aspects of the field, and for access to new research and developments. This applies to programs in subject fields, and/or professional education.

STANDARD III Learning procedures should be appropriate to the competence of the students and to their growing orientation to the area of specialization.

4.3 SPECIFIC PROGRAMS FOR SUPERVISORY AND ADMINISTRATIVE SPECIALIZATIONS. These advanced college programs should include provision for preparing supervisors of instruction, principals, and school superintendents.

4.3.1 SUPERVISORS. The following standards pertain to advanced college programs for the preparation of supervisors.

STANDARD I The program shall have well-defined criteria for admission which shall include adequate and appropriate professional experiences in the schools.

STANDARD II The program shall provide for increased understanding of the crucial and dynamic role of the school in our culture and knowledge and skills needed to focus the resources of the school on recognized social concerns.

STANDARD III The program shall provide an advanced level of preparation with emphasis on recent research and new developments in the area to be supervised.

STANDARD IV The program shall develop competence in understanding principles and practices in curriculum development and interpreting this development to others.

STANDARD V The program shall provide competence in understanding learning theory and in applying such theory to the improvement of teaching.

STANDARD VI The program shall develop competence in school supervision, with emphasis on the individual and group processes.

STANDARD VII The program shall be designed to facilitate the acquisition of those competencies deemed essential for effective supervision and shall include supervised experiences in schools to provide an opportunity to:

A. observe how supervisors discharge supervisory duties.
B. gain knowledge of essentials in successful school supervision.
C. acquire theoretical understandings of successful school supervisory practices.
D. learn about school organization and essentials of coordination of various aspects of the school program.
E. acquire supervisory competence through practice carefully assessed by administrative or supervisory personnel.

4.3.2 SCHOOL PRINCIPALS. The following standards pertain to advanced college programs preparing school principals.

STANDARD I The program shall have well-defined criteria for admission which shall include adequate and appropriate professional experiences in the schools.

STANDARD II The program shall assure that a graduate should have acquired:

A. knowledge of a broad range of learning experiences and an understanding of the interrelationships involved.
B. administrative and supervisory knowledge and skills.
C. knowledge and skills related to group dynamics and curricular improvements.
D. understanding of the particular rights, responsibilities and ethics inherent in professional service.
E. knowledge and skills related to school-community relations.
F. ability to conceptualize the interrelationship of the various disciplines.
G. a knowledge of school law.
H. competence in research and development with specific application to school programs and administration.

STANDARD III The program shall be flexible enough to allow for individualized programs of study and experience which are most appropriate for the preparation of each candidate.

STANDARD IV The program shall provide for supervised off-campus practicum which aids in integrating theory and effective school practices.

STANDARD V The program shall be designed to use selection, retention and final evaluation procedures which identify candidates possessing the qualities of leadership, sensitivity, scholarship, intelligent human relations and insights necessary for effective selection of supportive personnel.

STANDARD VI The program shall provide for increased comprehension of learning theory and competence in applying such theory to the evaluation and improvement of learning and teaching.

STANDARD VII The program shall provide for increased understanding of the crucial and dynamic role of the school in our culture and knowledge and skills needed to focus the resources of the school on recognized social concerns.

4.3.3 SCHOOL SUPERINTENDENTS. The following standards pertain to advanced college programs for the preparation of school superintendents. In view of the scope and depth of advanced study required to meet these standards, a two-year training program is supported.

STANDARD I The program shall have well-defined criteria for admission which shall include adequate and appropriate professional experiences in the schools.

STANDARD II The program shall be designed to assure competence in administration of educational programs, administration of funds and facilities, personnel administration, and continuing staff development.

STANDARD III The program shall assure development of competence in such administrative processes as: discovering, diagnosing, goal setting, planning, decision making, establishing priorities, organizing, delegating, communicating, and evaluating.

STANDARD IV The program shall provide for increased understanding of the crucial and dynamic role of the school in our culture and knowledge and skills needed to focus the resources of the school on recognized social concerns.

STANDARD V The program shall be based on selection, retention, and final evaluation procedures which will assure candidates who possess qualities of leadership, sensitivity, and scholarship, along with intelligent human relations, skills and insights necessary for effective selection and continuing development of all school personnel.

STANDARD VI The program shall include studies, experiences, and activities which increase a candidate's comprehension, knowledge, and competency in relation to the following:

A. the learner and the learning process
B. curriculum development
C. school organization and operation
D. supervision of professional and non-professional personnel
E. school board relationships, school law, professional personnel responsibilities, negotiations, school finance, and public relations
F. relevant concepts from the social and behavioral sciences
G. performance and interpretation of research and development with specific applications to school programs and administration
H. dealing with school-community needs

4.4 SPECIFIC PROGRAMS FOR SERVICE SPECIALIZATIONS. These advanced college programs should include programs for preparing guidance counselors, instructional media specialists, school psychologists, school social workers, and other educational specialists.

4.4.1 GUIDANCE COUNSELORS. The following standards pertain to advanced college programs preparing guidance counselors.

STANDARD I The program shall evidence that careful screening is employed to assure that only persons of integrity, having the potential for developing effective relationships with youth, teachers, administrators, and parents are accepted as candidates.

STANDARD II The program shall assure understanding of the philosophy, organization, and professional activities related to the practice of school counseling.

STANDARD III The program shall assure that the prospective school counselor has had adequate and appropriate full-time background experiences with pupils and teachers.

STANDARD IV The program shall provide an understanding of the individual, including the dynamics of human behavior.

STANDARD V The program shall extend the student's understanding of basic educational philosophies and school curriculum patterns.

STANDARD VI The program shall assure understanding of societal forces and cultural changes with particular reference to socio-economic, ethnic, and racial groups.

STANDARD VII The program shall provide for competence in the following areas:

A. psychological and educational assessment
B. counseling
C. group processes
D. personal, social, educational, and vocational development and career planning
E. administration of counseling programs, including faculty and public relations
F. performance, interpretation, and utilization of educational research

4.4.1 GUIDANCE COUNSELORS.

STANDARD VIII The program shall provide supervised laboratory and practicum experiences to give the prospective guidance counselor the opportunity to:

A. practice guidance and counseling methods and techniques
B. observe how the duties of a guidance counselor are discharged
C. discharge the duties of a guidance counselor

STANDARD IX The program shall provide separate and distinct experiences for preparation of elementary and secondary counselors. While some areas of preparation may be common, a single course will not establish a separate and distinct program. The implementation of Standards II, III, and VIII must recognize grade level differences.

4.4.2 SCHOOL PSYCHOLOGISTS. The following standards pertain to advanced college programs preparing school psychologists.

STANDARD I The program should assure understanding of the psychology of learning and the learning disabilities of all pupils.

STANDARD II The program should provide a comprehensive understanding of personality development and the dynamics of human behavior.

STANDARD III The program should provide studies and experiences which develop competencies in psychological assessment, individual and group prescriptive procedures, reporting and counseling, and consultation and guidance.

STANDARD IV The program should provide studies and experiences in both the performance and interpretation of research and the application of research to educational adjustment.

STANDARD V The program should provide a comprehensive understanding of the roles and functions of other pupil personnel service workers and should develop integrated concepts from such related disciplines as cultural anthropology, sociology, the humanities, economics and medicine.

STANDARD VI The program should assure a comprehensive understanding of the organization, administration and operation of public schools; the various major roles of the personnel employed in public schools; and appropriate knowledge of curriculum development at all grade levels.

STANDARD VII The program should provide a supervised internship in a school situation. Additional experiences may be provided in clinics, hospitals, and other institutions for children.

4.4.3 SCHOOL SOCIAL WORKERS. The following standards pertain to advanced programs preparing school social workers.

STANDARD I The program shall provide for a comprehension of the role and function of the school social worker and of the interrelationships between this position and (a) other professional school personnel and (b) community organizations and agencies.

STANDARD II The program shall provide appropriate experiences in the following:

A. psychological assessment
B. counseling and consultation
C. social case work
D. family problems
E. staff cooperation and communication
F. community resources and social work agencies

STANDARD III The program shall provide increased understanding of education as an institution and its relation to the community, advanced understanding of current developments in the field of knowledge affecting the school curriculum, curriculum development, educational supervision, knowledge of school law and legal provisions pertaining to child welfare.

STANDARD IV The program shall provide for in-depth studies of child growth and development and increased understandings of principles and developments concerning the learner and the learning process.

STANDARD V The program shall provide for an orientation to the cause and effects of stress, disability, disease, and deprivation on human behavior and development especially in those children whose learning is affected by physical, neurological, intellectual, emotional disturbances or retardation.

STANDARD VI The program shall provide for an advanced comprehension and sensitivity to the dynamics and interrelatedness of the school, the home, and the individual child.

STANDARD VII The program shall provide supervised practicum experiences with opportunities for the student to:

A. gain knowledge of the essentials in conducting a successful school social work program
B. learn important aspects of relationships with parents and of the school organization

C. observe how school social workers discharge their duties

D. evaluate his competencies as an effective school social worker through carefully assessed practice

STANDARD VIII The program shall provide experience in both the performance and the interpretation of research, with specific application to community, family, and pupil problems confronting the school social worker.

4.4.4 Programs for Other Educational Specialists. The following standards pertain to college programs preparing other educational specialists.

STANDARD I The program shall provide increased familiarity with the major developments in the fields of knowledge concerned.

STANDARD II The program shall insure increased comprehension of principles and developments concerning the learner and the learning process, with specific application to the speciality involved.

STANDARD III The program shall promote increased sensitivity to developments affecting the role of the school in our culture.

STANDARD IV The program shall provide studies and experiences to foster the understanding of curriculum development, supervision, and school administration with particular reference to the speciality involved.

STANDARD V The program shall assure that the student acquires a comprehension of the principles and developments affecting the specialty and a competence in the professional discharge of the responsibilities including such aspects as:

A. role and concepts

B. special techniques

C. organization and administration

D. cooperative relationships.

STANDARD VI The program shall provide supervised laboratory experiences which provide opportunities for:

A. observing how the duties of such specialists are discharged

B. gaining knowledge of the essentials in successful promotion of the particular specialization under consideration

C. acquiring theoretical understanding of successful practices in the specialization under study

D. learning important aspects of the school program related to the particular specialization

E. acquiring the requisite competencies through carefully assessed practice.

4.4.4.1 READING SPECIALISTS. The following standards pertain to advanced college programs for the preparation of reading specialists.

STANDARD I The preparation program shall have a planned sequence, but with sufficient flexibility to allow for differences in the educational background and experience of the candidate.

STANDARD II The program shall extend the candidate's understanding of the nature of the learner and the learning process with specific application to reading.

STANDARD III The program shall extend and deepen the candidate's ability to work effectively with children and youth in developing reading skills and in diagnosing and correcting reading disabilities.

STANDARD IV The program shall provide a supervised practicum with children and youth in developmental and remedial reading instruction.

STANDARD V The program shall increase the candidate's knowledge of the techniques and materials used in reading instruction.

STANDARD VI The program shall develop the candidate's concept of the reading specialist's role in staff relationships and the total school organization.

STANDARD VII The program shall develop the candidate's sensitivity to the causes of reading problems in handicapped and disadvantaged children.

Chapter V

INNOVATIVE AND EXPERIMENTAL PROGRAMS

The Standards contained in this Chapter have been prepared to emphasize the importance which the National Association of State Directors of Teacher Education and Certification places on the continuous development of new programs for the preparation of school personnel. The Association unequivocally supports the position that innovative and experimental programs of teacher education must be encouraged. However, it does not support the idea that innovative and experimental programs that are illconceived, poorly designed, weakly administered, or grossly lacking in evaluative criteria should receive the approval of any state education agency. Consequently, the Standards which follow have been designed to create an awareness on the parts of both the program developers and the accrediting agencies of the concerns which must be considered in the conception, approval, and implementation of innovative and experimental programs.

5.1 Types of Programs. All types of programs may be considered under the rubric of "innovative and experimental programs." Some examples are:

5.1.1 New Approaches. Programs designed to develop new approaches, new arrangements, and/or new contexts for the preparation of school personnel.

5.1.2 New Positions. Programs designed to prepare school personnel for new types of positions that are emerging on the education scene.

5.1.3 Special Needs. Programs designed to meet the special needs of particular segments of our society such as:

A. Urban education
B. Correctional education
C. Bilingual education
D. Education of socio-economically disadvantaged, rural and urban
E. Minority group education
F. Adult education

5.1.4 Specific Curricular Areas. Programs designed for specific curricular areas, for which recognized standards have not been developed such as:

A. Career education
B. Environmental education
C. Drug abuse education
D. Aerospace education

5.2 Standards.

STANDARD I Justification. A clear statement justifying the request for the approval of an experimental or innovative program shall be provided and it shall include the assumptions, rationale and objectives on which the proposed program is based.

STANDARD II Objectives. Each program should be built upon a clear-cut statement of the purpose and objectives of teaching in this area of the public school curriculum, and a well-formulated statement of the nature of the public school program that is needed to accomplish these objectives. These statements should be prepared cooperatively by the agencies concerned with teacher education, should be based on analyses of current practices and trends in this field of the public school curriculum, and should be available in writing.

STANDARD III Competencies. Each program should include a clearly formulated statement of the competencies needed by teachers in this area of the public school curriculum. These competencies should include the attitudes, knowledges, understandings, and skills that are required, and the degree of expertise necessary for a beginning teacher. This statement of competencies should be available in writing, and should be based upon the statement developed in the preceding Standards regarding the objectives and program of the public school.

STANDARD IV Organization. The administrative structure of the program shall be such that responsibility for the program is vested in the preparing institution. Institutions which accept responsibility for the education of teachers should establish and designate the appropriate division, school, college, or department within the institution to act within the framework of general institutional policies on all matters relating to such experimental programs.

STANDARD V Process. The experimental program must include a description of the process by which the personnel will be prepared, provision for keeping records of the students' progress in the program, and arrangements for systematic review of the process at stated intervals by both institution and the state education agency.

STANDARD VI Resources. The program should be supported by sufficient and appropriate human and physical resources which are clearly identified. The continuing availability of such resources should be assured for the duration of the program.

Any resources not under the control of the teacher education institution should be outlined and further confirmed by the controlling agency.

STANDARD VII Timetable. The innovative-experimental program must include a timetable which sets forth the starting and terminal dates. This should include:

A. The sequence of activities that will occur.
B. The anticipated schedule of evaluative check points.
C. The identification of competencies or other changes at selected intervals in the program.

The timetable must give the approximate dates on which periodic program reports are to be submitted to the appropriate institutional officials and to the state education agency.

STANDARD VIII Evaluation. The experimental program shall have continuing evaluation with definite provisions for performance criteria and follow-up, at specific intervals during the timetable for the project. The evaluation plan must include definition and specification of the kinds of evidence that will be gathered and reported. Evaluation should provide information to identify areas in the programs that need strengthening and to suggest new directions for program development.

APPENDIX

NATIONAL ASSOCIATION OF STATE DIRECTORS OF TEACHER EDUCATION AND CERTIFICATION

RECOMMENDED PROCEDURES FOR THE DEVELOPMENT OF STATE LISTS

of

Teacher Education Programs Approved
As Meeting NASDTEC Standards
For Purposes of Interstate Certification

For purposes of interstate certification, it is agreed to develop state lists of college programs that essentially meet the standards set forth in USOE Circular No. 351, Standards for State Approval of Teacher Education, 1971 Revision. This document will be referred to in these procedures as the Standards. The following procedures will be used:

1. Criteria. Decisions to list each program as approved should be made in terms of the criteria stated in the Standards. States having other criteria for college accreditation or program approval may wish to continue to use those. In such cases, existing guidelines or standards should be compared with the Standards, and a supplementary checklist developed to include the additional criteria unique to the Standards.

2. Institutional Self-Analysis. As a part of the process of evaluation, the institution will analyze its own programs and determine whether the provisions of the Standards are met. NASDTEC analysis sheets may be used for this purpose. If the institution has already made a self-analysis report to the state based upon other state-approved standards, a supplementary statement should be requested regarding any provisions of the Standards not already covered in other state reports.

3. Visiting Teams. For purposes of interstate certification, a curriculum may be included on the list of programs approved as meeting the Standards only on the basis of an on-site visit to the institution by a visiting team representing the State Department of Education.

   The visiting team may include personnel from the state education agency, from colleges and universities which prepare teachers (including teacher education students) and from elementary and secondary schools. The team should be as broadly representative of the educational community as possible.

The visiting team shall review the institution's self-analysis, make its own analysis, and submit a report to the state education agency or to a review committee established by the state education agency, regarding the status of the institution's teacher education programs in terms of the application of the Standards.

The state education agency shall make the final decision as to institutions and programs which are included on the list of those meeting the Standards to a satisfactory degree for purposes of inclusion on the list of approved programs for the NASDTEC Certification Reciprocity System.

4. Recommendations for Interstate Certification. The list of approved programs for purposes of the NASDTEC Certification Reciprocity System shall be published annually and shall include at this time only the teaching majors leading to initial regular certification listed in Chapter III of the Standards for which specific guidelines have been developed. The list shall indicate whether the institution is regionally accredited, accredited by NCATE, and whether the specific programs have satisfactorily met the Standards. NASDTEC report forms should be used for ease in interpretation and use.

5. NASDTEC Standards Review Committee. A Standards Review Committee of the National Association of State Directors of Teacher Education and Certification shall have the functions of registering all submitted state lists, providing advisory interpretations of the text of the Standards, determining the equivalency of state-developed standards to these Standards for inclusion in the NASDTEC Certification Reciprocity System, proposing the application of these procedures to other areas of teacher education, arranging for periodic reviews, modifications, and reissuances of the Standards, and keeping NASDTEC members informed of new developments in subject matter fields as they relate to guidelines for programs. It is anticipated that formal review and revision of the Standards will be an on-going process and that a new edition will be published at least once every five years.

   The Standards Review Committee shall consist of six members of NASDTEC selected by the executive committee for overlapping three-year terms. The committee shall meet at least once a year and submit reports to NASDTEC annual meetings, along with any recommendations for changes in standards or procedures which must be voted upon by the membership of NASDTEC.

Appendix A

EVALUATION OF TEACHER EDUCATION PROGRAMS

SCHEDULE OF EVENTS	WHEN
1. Meeting of teacher education staff and Administrator of School Standards to plan for evaluation of teacher education program. The meeting will be initiated by the Administrator of School Standards. Date for on-site visit to be determined at this meeting.	At least six months before on-site visit is to be scheduled.
2. Initial meeting of self-study committees.	As soon as possible after planning meeting between institution staff and Administrator of School Standards. (Item #1 above.)
3. On-site visit (three days).	Date of visit as determined in #1 above.
4. Final Report.	As soon as possible after on-site visit.
5. Follow-up Activities.	As needed. To be determined by results of final report.

Appendix B

SOUTH DAKOTA STATE BOARD OF EDUCATION

EVALUATION OF TEACHER EDUCATION PROGRAMS

OVERALL INSTITUTIONAL ORGANIZATION

________________________________	________________________________
College	Location
________________________________	________________________________
Date	Respondent

Directions:

At the left of each sub-item, check if practice is followed with regard to the overall teacher education program. Write comments, questions, or exceptions in the spaces between items or at the end of this section. At the end of the form indicate the degree to which the overall program meets NASDTEC Standards with respect to purposes and objectives, student personnel program, admissions, staffing, and curriculum facilities, materials, development, planning and pattern.

1. Accreditation (1.1-1.7)

The institution as a whole is accredited by:

_______State Board of Education

_______NCATE (elementary)

_______NCATE (secondary)

_______North Central Association
(Note: Indicate, as appropriate, year of last visitation in each case.)

2. Purposes and objectives for teacher education program (2.1)

_______Explicit statements of purpose exist

_______Evidence of practical applications of stated purposes

_______Awareness of all faculty and students of teacher education aims

_______Consistency with those of institution as a whole

_______Explicit statement of teacher education offerings exists in catalog

_______Future planning, experimentation, and innovation

Appendix B-1

3. Organizations and Administration (2.2-2.2.4)

_______Control resides in a Board

    _______Continuity of terms of office

    _______Evidence of interest in teacher education

_______Chart of organization of institution shows relationship between teacher education and institution as a whole

_______A salary schedule has been developed

_______Faculty benefits are provided (e.g., retirement allowance, tenure, group insurance, sabbatical leave and sick leave)

_______Funds for in-service development of faculty

_______Service by faculty in professional development on state, regional, or national basis

_______Clear statement on administrative policies including functions of Board, faculty, and staff of administration officers with particular reference to teacher education

_______Clear designation of administrative unit in institution accountable for all matters relating to teacher education programs

_______Evidence of financial stability

_______Adequate financial support of teacher education program:

    _______Instruction

    _______Maintenance

    _______Equipment and supplies

    _______Library

    _______Student activities

    _______Capital outlay

    _______Debt services

    _______Extended services

    _______Adequacy of resources for conducting such services

    _______Planned to complement and support the regular program

4. Admissions (2.3)

_______Entrance probation is not used indiscriminately

_______Written policy for admission to institution includes graduate from secondary school or equivalent

_______Adequate, properly authorized high school records are on file

_______Re-admittees and transfers are required to meet standards required of regularly enrolled students of similar classifications

_______Orderly methods of obtaining and filing information relative to candidates for admission is provided

Announced standards for admission to and retention in teacher education programs include the following:

_______Quality of scholarship

_______Personal and social fitness

_______Physical and mental health

_______Voice, speech, composition, English usage

_______Extra curricular participation

_______College records indicate that these standards are actually used and enforced

5. Student Personnel and Counseling Services (2.4)

Institution utilizes total faculty in a guidance program to:

_______Assist students in selection of studies and extra curricular activities

_______Analyze courses of academic deficiency

_______Adjust specific personal problems

_______Guidance program is directed by persons prepared in personnel work

Guidance program includes:

_______Maintenance of effective public relations

_______Follow up of services after placement

_______Redirection of students unsuited for teaching

_______Orientation of new students to college life

_______Effective placement service

_______Adequate orientation of students to personnel services

_______Sufficient information on teacher supply and demand for guidance in program planning

_______Data on Teacher Supply and Demand

Student Records: (2.4.5)

_______Adequate, cumulative records

_______Intelligible transcripts with course titles

_______Descriptive record of all professional laboratory experiences

6. Student Participation (2.5)

_______Opportunity to express views on program development and improvement

_______Open lines of communication regarding program development and evaluation

_______Clearly established channels for student input

7. Faculty (2.6-2.6.4)

Number who have master's degrees Total institution_______Educ. Faculty______

Number who have doctor's degrees Total institution_______Educ. Faculty______

_______Total faculty competence in area for which approval is being sought

_______Academic faculty are oriented to place of school in society

_______Faculty members are competent in techniques of instruction

Appendix B-4

_______ Professional education staff have actual teaching experience at elementary or secondary level

_______ Professional education staff have high degree of competency in area of specialization in professional education

_______ The education school or department head holds a doctorate

_______ Academic staff have high degree of competency in their area of teaching specialization

_______ Academic staff have adequate experience in or knowledge of practices in their particular areas in elementary or secondary education

_______ Part-time faculty utilized to fill temporary needs and/or particular expertise or competence

_______ Part-time faculty meets all criteria as have been established for appointment of regular faculty

_______ All staff have appropriate assignments and their service load is not excessive

_______ Effective policies of faculty selection, retention, and promotion exist and are in force

_______ Evidence of faculty experience and participation in professional activities

_______ Evidence of staff professional growth through advanced study, research, and participation in activities related to instructional assignments

_______ Evidence that instruction is evaluated systematically

_______ The institution utilizes a variety of appropriate instructional procedures

_______ Evidence of faculty participation in program development and improvement

_______ Evidence of open lines of communication regarding program development and evaluation

Appendix B-5

8. Curriculum facilities and materials (2.7)

Adequate physical plant designed to serve purposes of teacher education program:

______Laboratories

______Library

______Curriculum materials laboratory or center

______Educational technology

______Laboratory school or arrangements with nearby public schools

Comment:

Appendix B-6

SOUTH DAKOTA STATE BOARD OF EDUCATION

EVALUATION OF TEACHER EDUCATION PROGRAMS

SUPPORTING DATA

College	Location
Date	Respondent

Enrollment in Specific Programs in Teacher Education

Use a twelve-month base period (September through August) for these data. List the number of students completing each type of program during the past year, and those enrolled in the current year ("teaching majors" only).

	Graduated Last Year (19 -)	Seniors This Year (19 -)	Juniors This Year (19 -)	Sophomores This Year (19 -)	Freshmen This Year (19 -)
3.5.1 Agriculture					
3.5.2 Art					
3.5.3 Business					
3.5.4 Driver Education					
3.5.5 Early Childhood Education					
3.5.6 Elementary					
3.5.7 English					
3.5.8 Exceptional Children					
Emotionally Disturbed					
Hearing Impaired					
Mentally Retarded					
Physically Handicapped					

		Graduated Last Year (19 -)	Seniors This Year (19 -)	Juniors This Year (19 -)	Sophomores This Year (19 -)	Freshmen This Year (19 -)
3.5.8	Exceptional Children (contd)					
	Visually Impaired					
	Learning Disabilities					
	Speech Correction					
3.5.9	Foreign Languages					
3.5.10	Health					
3.5.11	Health & Physical Education					
3.5.12	Home Economics					
3.5.13	Industrial Arts					
3.5.14	Instructional Media					
3.5.15	School Librarian					
3.5.16	MAT-Type Programs					
3.5.17	Mathematics					
3.5.18	Music					
3.5.19	School Nurse					
3.5.20	Physical Education					
3.5.21	Science					
	Biology					
	Chemistry					
	Earth & Space Science					
	General Science					
	Physical Science					
	Physics					

Appendix B-8

	Graduated Last Year (19 -)	Seniors This Year (19 -)	Juniors This Year (19 -)	Sophomores This Year (19 -)	Freshmen This Year (19 -)
3.5.22 Social Studies					
3.5.23 Speech Arts					
3.5.24 Vocational Education					
3.6 Programs for Teachers Developing Qualifications in Additional Teaching Fields					

Chapter IV Advanced Programs	Graduated Last Year	Currently Enrolled
4.2 Advanced Programs for Teachers Holding Initial Regular Certificates		
4.3 Specific Programs for Supervisory and Administrative Specializations		
4.3.1 Supervisors of Instruction		
4.3.2 School Principals		
4.3.3. School Superintendents		
4.4 Specific Programs for Service Specializations		
4.4.1 Guidance Counseling		
4.4.2 School Psychologists		
4.4.3 School Social Workers		
4.4.4 Programs for Other Educational Specialists		
A.		
B.		
C.		

Appendix C

SOUTH DAKOTA STATE BOARD OF EDUCATION

EVALUATION OF TEACHER EDUCATION PROGRAMS

College

Date

Program

Respondent

BRIEF DESCRIPTION OF PROGRAM

(Use extra sheet if necessary)

Teaching Competencies Needed for Effective Performance in this Area	Activities, Experiences, and Courses Designed to Develop Each Competency

Appendix D

SOUTH DAKOTA STATE BOARD OF EDUCATION

EVALUATION OF TEACHER EDUCATION PROGRAMS

College ______________________ Date ______________________

Program ______________________ Respondent ______________________

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)

Appendix E

SOUTH DAKOTA STATE BOARD OF EDUCATION

EVALUATION OF TEACHER EDUCATION PROGRAMS

College	Date
Program	Respondent

RECOMMENDATIONS

Appendix F

SOUTH DAKOTA STATE BOARD OF EDUCATION

EVALUATION OF TEACHER EDUCATION PROGRAMS

College ____________________ Date ____________________

Program ____________________ Respondent ____________________

FOLLOW-UP REPORT

(Use extra sheets as necessary)

Recommendation	Institutional Commitment